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ABSTRACT

The restructuring movement is seen as the best way to reform and revitalize education. Restructuring is making individual schools the focus of change and empowering those closest to students with the responsibility and authority to effect changes responsive to student needs. This publication concentrates on teachers' and principals' roles as the greatest forces behind educational change. Chapter 1 examines teachers' expanded roles in facilitating learning, decision making, mentoring, and conducting research. Chapter 2 addresses the principal's pivotal role as school leader in restructuring programs, focusing on the principal as visionary, enabler, role model, and motivator. The last chapter identifies strategies for establishing decision-making teams and promoting shared leadership in schools. Each chapter is accompanied by "dynamite ideas," or examples of successful school programs in the Southeast. The leadership development chapter, for example, presents examples of staff development, business-education training partnerships, leadership academies, and problem-solving teams. Each chapter concludes with an annotated list of resources and contacts for additional information. An index is included, along with a list of 125 references. (MLH)

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HOT TOPICS:
USABLE RESEARCH

SCHOOLS
FOR THE
21st CENTURY

New Roles
for Teachers and Principals

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HOT TOPICS:

Usable Research

SCHOOLS
FOR THE
21st CENTURY

New Roles
for Teachers and Principals

Dianne Wilkes

April 1992

SERVE
SouthEastern Regional Vision for Education

affiliated with the

School of Education
University of North Carolina at Greensboro
and the
Florida Department of Education

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ABOUT SERVE AND THE *HOT TOPICS* SERIES . . .

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers who are seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the Laboratory reflects a commitment to creating a shared vision of the future of education in the Southeast.

The mission of **SERVE** is to provide leadership, support, and research to assist state and local efforts in improving educational outcomes, especially for at-risk and rural students.

Laboratory goals are to

- address critical issues in the region,
- work as a catalyst for positive change,
- serve as a broker of exemplary research and practice, and
- become an invaluable source of information for individuals working to promote systemic educational improvement.

In order to focus the work of the laboratory and maximize its impact, **SERVE** will emphasize one of the national goals established by the President and National Governors' Association for regional attention each year:

YEAR 1:	Improve Math, Science, and Computer Education
YEAR 2:	Provide Safe, Drug-Free Schools
YEAR 3:	Increase the Graduation Rate
YEAR 4:	Improve Student Achievement and Citizenship
YEAR 5:	Expand Adult Literacy and Lifelong Learning

The remaining national goal, ensuring that all children are ready to begin school, is being addressed through a special, three-year project.

SERVE's research-based publications, ***Hot Topics: Usable Research***, focus on issues of present relevance and importance in education in the region. Designed as practical guidebooks for educators, each is developed with input from experts in the field, is focused on a well-defined subject, and offers useful information, resources, descriptions of exemplary programs, and a list of contacts.

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- *Comprehensive School Improvement*
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- *Increasing Female and Minority Participation in Mathematics and Science*
- *Parent and Community Involvement in Early Childhood Education*
- *Facilitating Family Involvement for a Better Bottom Line: A Guidebook for Businesses*
- *Cocaine Babies: Coping in the Classroom with Substance-Exposed Children*
- *Using Technology to Restructure Teaching and Learning*
- *Learning By Serving: Service Learning and other School-Based Community Service Programs*
- *Collaborating to Serve the Needs of Children, Families, and Communities*
- *Outcome-Based Education*
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MESSAGE FROM THE DEPUTY DIRECTOR

At SERVE we try to practice what we preach. We are not suggesting that you try something that we are not confident will be effective. We practice decentralized decision making and shared responsibility, and, believe me, it works. Your organization will take on a new enthusiasm, a new energy level.

But, it is not easy to change your mindset . . . especially in a bureaucratic or political environment (in which we in education increasingly find ourselves). Leaders have been conditioned to believe that it is the duty of the administrator (leader, manager, superintendent, principal) to use power to control people. We have risen through the ranks by building empires, making all the decisions, guarding turf, and manipulating budgets and personnel.

However, we find ourselves now in a new order (*paradigm* is the new "in-word"). What is causing this chaos, this challenge? Some have aptly described it as the "Information Age." Just as "the men in grey" could not hold together the coup in the USSR, we can no longer control power.

Real power, in the Information Age, is planted and nurtured. Like tending a garden, the leader for the next century must empower others. The metaphor of the leader as gardener is appropriate because the result of careful tending is truly exponential.

There are numerous examples of schools throughout our region where teachers have assumed new leadership roles and where school leadership teams are reinventing educational programs. We have described some of these initiatives in this document as "Dynamite Ideas." We are confident that there are many more efforts underway and encourage you to tell us about them by sending us the enclosed feedback form soliciting additional "Dynamite Ideas." We will include other examples in subsequent editions of this *Hot Topics* publication and provide you an opportunity to share your experiences.

We look forward to hearing from you.

Dorothy Routh

Dorothy Routh
Deputy Director
SERVE

Hot Topics: Schools for the 21st Century: New Roles for Teachers and Principals

FEEDBACK FORM

Meeting the needs of educational practitioners is very important to us at SERVE. Your feedback on this publication will permit us to better assist you, and your recommendations will be incorporated into future editions. Please help us by providing a brief response to the following:

1. Is this publication a useful resource for assisting teachers and principals in their role? Why or why not?
   ☐ Yes ☐ No
2. Did you find the synthesis of research presented in this document useful? Please explain briefly.
   ☐ Yes ☐ No
3. Did you find the strategies for fulfilling new roles useful? Please explain briefly. We would appreciate any additional strategies you could recommend.
   ☐ Yes ☐ No
4. Were the resources in this document helpful? Please explain. Please list other resources that should be included.
   ☐ Yes ☐ No
5. In general, how might this publication be improved?
   ☐ More background information ☐ Other ______________________
   ☐ More strategies for changing educators' roles
6. How do you plan to use this document, or how have you used it?
   ☐ Instructional Tool ☐ Staff/Professional Development
   ☐ Research ☐ Other *(please specify)* ______________________
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   ☐ Announcement in mail ☐ Professional Journal/Newsletter
   ☐ SERVE Field Representative ☐ Other *(please specify)* ______________________
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Name: ______________________ Position: ______________________

Affiliation: ______________________

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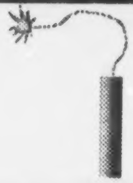
DYNAMITE IDEAS SUBMISSION FORM



SERVE would like to highlight outstanding programs in restructuring teacher and principal roles as well as exemplary programs in other educational areas with which you are involved or familiar. These programs will be publicized in future editions of this and other *Hot Topics* and considered for recognition in the SERVE Sharing Success program. Please let us know what you are doing!

Program: ____

School/Agency: ____

Contact Name: ______________________ Position: ______________________

Address: ____

____

City: ______________________ State: ______________ Zip: __________

Telephone: (____) ______________ FAX: (____) ______________

Purpose of program

Description of program

Please photocopy this form if additional copies are needed.

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Introduction

School leaders, like business leaders, must come to understand that if America's schools are to meet the needs of the 21st century, then--like America's corporate structure--they must be reinvented. It is not enough to try to fix the schools; they must be reconstituted in fundamental and radical ways. In a word, the schools, like America's businesses, must be restructured.

Phillip C. Schlechty
Schools for the 21st Century, 1990

With the failure of the state-mandated programs of the last decade to bring about significant change in public schools, educators have come to question the effectiveness of programs that are conceived and planned by others, then handed down to schools. Instead, many educators, as well as parents, business leaders, and other stakeholders, have come to believe that successful reform must originate within schools where teachers' and principals' insights into the realities of classrooms and schools best qualify them to design their own programs.

Often described as the second phase of the excellence movement of the 1980's, the restructuring movement is being perceived as the best way to reform–and revitalize–education. By redesigning the entire educational process from the organization of schools to the design of curriculum and by broadening the scope of teachers' and principals' responsibilities, restructuring is making the school the focus of educational change. At the same time, restructuring is putting more power into the hands of those who are closest to students–teachers and principals–giving them not only the responsibility but the authority to bring about the educational changes that are most responsive to students' needs.

Although restructuring schools for the 21st century will require changing the roles of all members of the school community, *Schools for the 21st Century: New Roles for Teachers and Principals* focuses on the changing roles of teachers and principals as the greatest forces behind educational change. Because we cannot expect people to assume new roles without adequate preparation, this *Hot Topics* publication is intended to serve as a springboard for productive discussion on the "reinvention" of schools.

Chapter one, NEW ROLES FOR TEACHERS, examines the expanded roles that teachers are assuming in the classroom and beyond in the development of education policies and practices. The roles examined include facilitating learning, decision making, mentoring, and conducting research. Chapter two, NEW ROLES FOR PRINCIPALS, addresses the principal's pivotal role as school leader in restructuring programs. It focuses on the principal's roles as visionary, enabler, role model, and motivator. Because shared decision making is at the core of good management, chapter three, DEVELOPING A SCHOOL LEADERSHIP TEAM, identifies strategies for establishing decision-making teams and promoting shared leadership in schools.

Each chapter includes a number of "Dynamite Ideas"–examples of successful school programs in the Southeast–and concludes with an annotated list of resources and contacts for additional information. An extensive list of references is also provided.

Chapter 1

NEW ROLES FOR TEACHERS

Teacher as Facilitator of Learning

- Authentic Achievement
- Facilitated Learning
- Types of Facilitated Learning

Teacher as Decision Maker

- Enhancing the Status of Teaching as a Profession
- Preparation for Decision-Making Roles
- Decision-Making Skills

Teacher as Mentor

- Responsibilities
- Selection of Teacher Mentors

Teacher as Researcher

- Goals of Teacher Researchers
- Benefits of Teacher-Conducted Research
- Resources for Teacher Researchers

Resources

NEW ROLES FOR TEACHERS

The creation of new roles and tasks for teachers must be connected to the improvement of teaching as a whole. Such new roles and tasks would serve to legitimate teachers' work outside of direct contact with students, would contribute to the creation of a learning community, and would underscore the cardinal professional commitment to continuous growth. . . . The aim of new roles and responsibilities for teachers, however, should not be simply to create a career structure for and retain good teachers. The aim should be to increase the competence of teachers and the effectiveness of schools by bringing the talents of teachers to bear on collective efforts to improve education.

Gary Sykes
"Fostering Teacher Professionalism in Schools"
Restructuring Schools, 1991

The 21st century is fast approaching and the tide of reform is beginning to sweep in major educational changes that will strike at the nature of what education is all about and how schools do business. These reforms will happen as a part of restructuring--the comprehensive set of changes in schools needed to improve meaningful learning in American students.

In recognition of the classroom teacher as the single greatest agent of educational change, restructuring involves the classroom teacher as an integral part of educational reform. No longer will the teacher be the last to know about changes in educational policies and practices. Instead, teachers will help develop those policies and practices and will be empowered to assume decision-making responsibilities beyond their individual classrooms.

This chapter discusses four of the new roles that teachers are assuming in restructuring schools. Section one, TEACHER AS FACILITATOR OF LEARNING, addresses the teacher's new role in the Information Age of challenging students to become more active learners. Section two, TEACHER AS DECISION MAKER, discusses the positive effects on both teachers and students when teachers participate in school decision making. TEACHER AS MENTOR examines peer coaching, staff development, and curriculum development responsibilities. Section four, TEACHER AS RESEARCHER, identifies ways in which teachers conduct research and reflect about teaching and learning.

"Dynamite Ideas" are presented within each section, and annotated resources are listed at the end of the chapter.

TEACHER AS FACILITATOR OF LEARNING

Neither an exclusive focus on students nor an exclusive focus on teachers leads to comprehensive change in the schools. The two must go hand-in-hand, and keeping both goals alive and well has emerged as a crucial element in successful school restructuring.

Ann Lieberman and Lynne Miller
Phi Delta Kappan, 1990

Emphasizing that school-based management, shared decision making, and other restructuring initiatives are means, not ends, Lieberman (1990) and Newman (1991) urge schools not to become so preoccupied with restructuring mechanisms that they lose sight of the ultimate goal of restructuring efforts: improved student achievement. The most successful school improvement programs are those that establish criteria for student success *before* designing organizational structures (Newman, 1991). Attending to both sides of the teacher-student equation, such programs feature rich learning environments for students as well as professionally supportive work environments for adults (Lieberman, 1990). Accordingly, Newman (1991) proposes that rather than find better ways to teach traditional curricula, restructuring schools should change what is taught and how it is taught.

The traditional overemphasis on teacher-directed activities and individual work assignments from kindergarten through graduate school produces adult employees who are technically competent, but who are also socially naive and ill-equipped to be team leaders and players (Johnson & Johnson, 1986). To prepare students to be successful in the Information Age, greater emphasis must be placed on teaching approaches and learning activities that stress teamwork and leadership. As depicted in the chart opposite, these approaches will necessitate a change from the autonomous teaching roles of the Industrial Age to the collaborative roles appropriate for the Information Age.

Authentic Achievement

Newman (1991) proposes that restructured schools should aim for *authentic achievement*, which he defines as "producing, rather than reproducing, knowledge" (p. 459). Specifically, instruction should be redesigned to achieve more significant and meaningful learning, with teachers functioning as facilitators of learning rather than dispensers of information. With schools' efforts to keep up with the information explosion of the twentieth century, too much instruction has been devoted to the teaching of facts. Not only is it impossible to teach students all the relevant information they need, but because so much information is being constantly updated, committing it to memory is often an exercise in futility. Because students have had only a superficial awareness of many topics, they have been able to reproduce knowledge but have lacked the in-depth understanding necessary to produce new knowledge. While they can recognize, match, list, and label, they cannot synthesize, analyze, evaluate, and create. Recent results of the National Assessment of Educational Progress (NAEP), for example, reveal that students are generally

> *ill equipped to cope confidently with the mathematical demands of today's society, such as the graphs that permeate the media and the regulations and procedures that underlie credit cards, discounts, taxation, insurance, and benefit plans (Mullis, et al., 1991, p. 1).*

CHANGES IN TEACHERS' ROLES*	
Industrial Age	**Information Age**
Authority Figure Dispenser of Content Autonomous Professional	Facilitator/Supporter Instructional Manager Team Member

* Adapted from "The Case for Restructuring" by Dorothy Routh, Fall 1989, *Florida ASCD Journal, 6*, p. 15.

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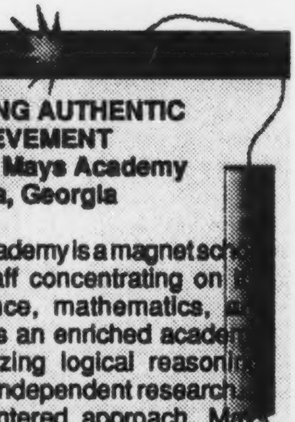
Dynamite Ideas:



FACILITATING AUTHENTIC ACHIEVEMENT

Benjamin E. Mays Academy
Atlanta, Georgia

Benjamin E. Mays Academy is a magnet sch for students and staff concentrating on t disciplines of science, mathematics, a related arts. It offers an enriched acade curriculum emphasizing logical reasoni critical thinking, and independent research. uniquely student-centered approach, Mays Academy features mini-courses, flexible scheduling, and peer tutoring as well as an extended daily schedule for the computer laboratory to give students an opportunity to hone their skills and complete computer-assisted assignments at their own pace.

To provide students opportunities to work with math and science professionals, practitioners in these fields are recruited to teach units or modules. The Academy also has linkages with area universities, including Emory University, the Georgia Institute of Technology, and Georgia State University.

Contact: Helen Carithers, Instructional Coordinator, Benjamin E. Mays High School, 3450 Benjamin E. Mays Drive, SW, Atlanta, GA 30311 (404)699-4537

Many school activities, such as spelling quizzes, laboratory exercises, and final exams, often have no personal value to the learner other than documenting his or her competence. On the other hand, authentic achievements, such as performing musical compositions, painting, building, making mathematical estimations, and writing, have inherent aesthetic, utilitarian, or personal value. Not only are these authentic tasks more likely to motivate and sustain student participation, but they also cultivate the higher-order thinking skills such as logical reasoning and problem solving that students will need to be successful as adults (Newman, 1991).

According to Newman, four conditions are necessary for facilitating authentic achievement:

1 **Collaboration:** To become producers of knowledge, students spend less time working alone and more time working together. Just as adult workers have access to other people when they are formulating ideas or solving problems, students engaged in authentic learning have the opportunity to ask questions, receive feedback, and receive assistance from peers, teachers, experts, and other resources. To stimulate classroom collaboration, more time is allocated for student-centered and small-group instruction.

2 **Access to Tools and Resources:** A critical ingredient in providing authentic achievement is teaching students to use the tools and resources they need so that they can find information when they require it. In authentic learning, students are given greater access to technology (telephones as well as computers), libraries, and other sources of information within and outside the school. In addition to freeing instructional time for the teaching of essential facts and concepts, teaching students to use these resources better prepares them for the work place, where they will be required to use a variety of media, technology, and other sources of information.

3 **Discretion and Ownership:** Once students have mastered the essential facts and concepts of a discipline, they are given some autonomy in applying their knowledge to authentic learning tasks. Allowing students to select tasks and to plan, execute, and evaluate their work enables them to experience both the responsibilities and the rewards of learning and helps them become independent thinkers.

4 **Flexible Use of Time:** To provide environments conducive to authentic learning, class schedules are organized to permit a variety of learning tasks, and instructional time is organized to accommodate long-term projects and more sustained study.

Facilitated Learning

Applying many of the principles of modern management to education, Grow (1991) has developed a model for facilitating independent learning. The following adaptation of his Staged Self-Directed Learning (SSDL) Model proposes stages through which teachers can lead students to become more self-directed in their learning.

Staged Self-Directed Learning (SSDL) Model*

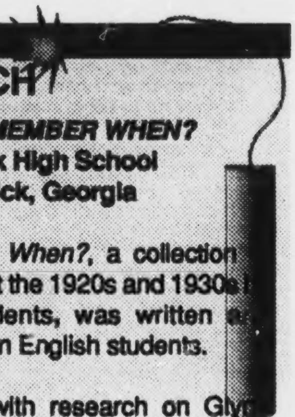
	Stage 1	Stage 2	Stage 3
Teacher's Role	Authority	Motivator	Facilitator
Example Activities	Informational lectures Drill & practice	Inspirational lectures Guided discussion	Group projects Learning contracts
Instructional Goal	Provide students with essential knowledge and skills they need for more independent learning	Reinforce learner willingness and enthusiasm through a directive but supportive approach	Guide students in setting and reaching their own goals

* Adapted from "Teaching Learners to be Self-Directed" by Gerald O. Grow, Spring 1991, *Adult Education Quarterly, 4*, p. 129.

As classroom instruction changes from a teacher-directed to a student-directed approach, the teacher's role evolves from authority to guide to facilitator. As an authority, the teacher is directive, and students are receivers of teacher-provided information. As a motivator, the teacher guides and assists students as they participate in designing their activities. As a facilitator, the teacher enables and supports students as they become partners in directing their learning (Grow, 1991).

To enable students to become more self-directed in their learning, the teacher-facilitator

- provides students with the opportunities and resources to learn for themselves by
  - creating rich environments that stimulate inquiry,
  - assigning authentic learning tasks that tap the students' inherent "need to know,"
  - organizing activities so that students can link new information to prior knowledge,
  - providing students with appropriate human and material resources, and
  - giving students opportunities for problem solving and collaborative work;
- guides the students' learning by
  - giving hints or cues,
  - providing feedback,
  - redirecting students' efforts, and
  - helping them use learning strategies;
- serves as a model of the learning process by
  - exchanging ideas with students,
  - consulting resources,
  - asking advice, and
  - practicing problem-solving strategies; and
- ensures that students retain as much responsibility as possible for their learning by
  - providing the amount of help that students need—neither too much nor too little–and
  - providing help when students need it–neither too late nor too soon (Grow, 1991; Newman, 1991; Tinzman et al., 1990).



STUDENT-CONDUCTED RESEARCH

POCKET COMMUNITIES
Beck Middle School
Georgetown, South Carolina

To gain a better understanding of state, national, and international events, Beck Middle School students' study of history and current events begins at the local level. Through Pocket Communities, a project sponsored by the Rural Education Alliance for Collaborative Humanities (REACH), students conduct research on their families, neighborhoods, and communities. In addition to recording their own recollections, students interview members of their families and communities; collect recipes, remedies, and other cultural artifacts; and attend master workshops, guest lectures, and performances by community resources. The best of the students' written works are published in the Project REACH calendar.

Introduced in South Carolina in 1987, the REACH project is sponsored in over 30 secondary schools in South Carolina by the Collaboratives for Humanities and Arts Teaching (CHART), which has brought a multifaceted approach to the teaching of the humanities to rural and urban schools across the nation (Lewis, 1989).

Contact: J.B. Beck Middle School, P.O. Box 1747, Georgetown, SC 29442 (803)527-4495

DO YOU REMEMBER WHEN?
Brunswick High School
Brunswick, Georgia

Do You Remember When?, a collection remembrances about the 1920s and 1930s Glynn County residents, was written compiled by freshman English students.

Their work began with research on Gly County, Georgia, the nation, and the world during the twenties and thirties. Students were then taught interviewing skills by a former professor of journalism from the University of Georgia. After practicing their questioning techniques on two long-time residents of Glynn County, the students selected subjects and conducted individual, tape-recorded interviews.

They then transcribed their tapes, selecting the most interesting recollections to include in the class publication. The students also took charge of the "typing and proofing, refining, typing and proofing, printing, and proofing" of *Do You Remember When?* (Brunswick High School, 1988, p. i).

Contact: Sharon Bartkovich or Martha Martin, Brunswick High School, 3920 Habersham Street, Brunswick, GA 31520 (912)267-4200

Types of Facilitated Learning

Facilitated learning is often accomplished through curricula, teaching methodologies, and assessment strategies that promote a developmental approach to learning. Widely used examples include "whole language" arts, integrated or applied curricula, and nongraded classrooms. Because a primary goal of facilitated instruction is to teach students to become self-directed learners, facilitated learning is typically accomplished through independent and collaborative learning.

Individualized Instruction

Through individualized instruction, the teacher facilitates instruction to accommodate students' individual needs and interests. In addition to providing student-centered assignments, many teachers rely on educational technology (e.g., computer-assisted instruction, interactive videodisc, and hypertext) to promote student-controlled learning.

For more mature, self-directed learners, the teacher's role as facilitator evolves into one of consultant or delegator. Because these students can take primary responsibility for their own learning, the teacher focuses less on teaching subject matter and more on cultivating the students' ability to learn.

As a consultant/delegator, the teacher might provide challenges, recommend resources, or assist with management (e.g., establishing time lines). Examples of self-directed learning situations include independent study programs, creative writing courses, term projects, and internships (Grow, 1991).

Collaborative Learning

In collaborative classrooms, students take an active role in their education by working with the teacher, each other, and other resources in accomplishing objectives. Common examples of collaborative learning include study groups, student publications, and forensic programs.

Overwhelmingly endorsed by both researchers and practitioners, collaborative instruction is one of the most effective approaches to providing students with authentic learning opportunities and developing critical thinking and group process skills. Research on the effects of collaborative learning on achievement shows greater gains than traditional methods in factual knowledge and concept attainment, verbal problem solving, and critical thinking (Faltus et al., 1988; Johnson & Johnson, 1985; Slavin, 1980).

Equally important, cooperative learning fosters the development of the leadership and group process skills demanded in the work place. Studies comparing the effects of cooperative, small-group learning with traditional instruction on classroom interaction have found that collaborative learning results in greater student-to-student interaction and the elimination or reduction of academic hierarchies (Faltus et al., 1988). Research on the effects of collaborative learning on interpersonal relationships reveals that cooperative, small-group learning promotes greater trust, acceptance, and support among students and results in friendships being formed around interests rather than achievement or ability (Faltus et al., 1988; Johnson & Johnson, 1985).

Although strategies for implementing collaborative learning vary greatly from class to class, Tinzman et al. (1990) identify four general characteristics of collaborative classrooms:

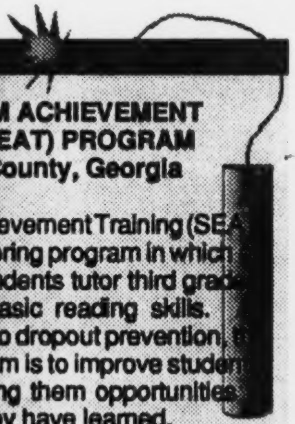
> **1** Shared knowledge among teachers and students—As partners in the learning process, students become seekers and sharers rather than only receivers of information. Collaborative teachers value and build upon the knowledge, values, culture, language, and personal experiences that students bring to the classroom.
>
> **2** Shared authority among teachers and students—Students are invited to set specific learning goals, suggest learning activities, and assess their learning.
>
> **3** Facilitating of learning by teachers—As knowledge and authority are shared among teachers and students, the teacher increasingly emphasizes student-driven learning.
>
> **4** Heterogeneous groupings of students—The perspectives, experiences, and backgrounds of all students are tapped in class activities. (p. 8-9)

Among the most effective uses of collaborative learning are peer tutoring and small groups. Because students are required to use critical thinking skills, such as applying problem-solving strategies and synthesizing research, and to develop the communication, cooperation, and other skills necessary for group activities, collaborative instruction gives students the opportunity to develop and practice the skills they will need as independent thinkers as well as leaders and team members of the future.

Peer Tutoring

Through peer tutoring, students in teams to help each other learn factual material or skills. A widely–used example of this is peer conferencing in writing classes where students analyze each other's writing and recommend revisions. In addition to serving as a motivational device (Faltus et al., 1988), the team structure provides students with adequate feedback as well as different perspectives on their work. Many schools also use peer tutors in writing labs. The writing center at award-winning Torrey Pines High School, Leudadia, California, for example, is staffed each period with one teacher and three trained peer tutors. The peer tutors are also available to assist students in individual classrooms (Heller, 1989).

While peer tutors are most often classmates, a number of schools have introduced peer tutoring across subjects and grade levels with upper-level students tutoring younger students. Peer tutoring is also gaining acceptance as a way to build the skills and self-esteem of at-risk students by having them tutor younger students.



Dynamite Ideas

SELF-ESTEEM ACHIEVEMENT TRAINING (SEAT) PROGRAM
Richmond County, Georgia

The Self-Esteem Achievement Training (SEA Program is a peer tutoring program in which risk middle school students tutor third grad who need help in basic reading skills. innovative approach to dropout prevention, purpose of the program is to improve stude self-concepts by giving them opportunities teach others what they have learned.

The students are trained as tutors by certified teachers during a seven-week summer program. During the school year, they receive follow-up services.

To assess the effectiveness of the program, students' attendance records, discipline referrals, and reading grades are compared with previous years' records (Georgia Department of Education, 1991).

Contact: Program Development Division, Office of Instructional Services, Georgia Department of Education, 1766 Twin Towers East, Atlanta, GA 30334-5040 (404)656-4059

Small Groups

The most widely used vehicle for collaborative learning is the small group. Typically, students are organized into small groups to encourage students to share ideas, brainstorm, and decide how to structure their own projects. For these activities, the group structure serves as a facilitative device (Faltus et al., 1988).

To illustrate the contrast between a collaborative small-group approach with traditional instruction, in a traditional classroom students might be found taking notes as the teacher lectures on the civil rights movement of the sixties. In a collaborative classroom, some students might be listening to a student describe her mother's experience as a freedom rider, some might be working in groups to draft a civil rights bill for teenagers, others might be preparing reports on civil rights leaders, and the teacher might be answering questions, giving (or seeking) advice, or helping students locate resources as he or she circulates throughout the classroom. At first glance, this classroom might appear chaotic, but closer observation reveals that a great deal of learning is occurring.

The following examples of small-group learning methods illustrate the variety of instructional objectives that can be accomplished with small groups.

Peer Response Groups: Prevalent in writing, drama, music, industrial arts, and other performance-based classes, peer response groups are comprised of student "critics." In addition to providing feedback on each other's work, group members coach each other to improve their performance. To facilitate peer response groups, teachers might establish the focus of the evaluation, the criteria for successful performance, or guidelines for providing feedback. An advantage of this approach over teacher-directed instruction is that students receive more individualized attention as well as a variety of perspectives on their work.

Reader Response Groups: Response groups are used by many English teachers in reader response literature courses. In these classes, students discuss their subjective responses to literature instead of taking notes on scholarly interpretations of it. To facilitate their analysis, the teacher provides instruction in critical reading skills and relevant textual information, such as literary allusions. Proponents of this technique say that, in addition to developing critical reading skills, the small-group reader response approach encourages students to make the literature their own without being intimidated by the "right" interpretation, thereby, establishing the foundation for lifelong reading.

Problem-Centered Learning Cooperatives: Especially effective in mathematics and science classes, problem-centered learning involves students working in cooperative small groups to solve problems with multiple or open-ended solutions. To facilitate problem-centered learning, the teacher provides minimal instruction, leaving students to devise their own methods of inquiry and problem-solving strategies. Not only does problem-centered learning tap students' individual strengths and accommodate all learning styles, but, because students are encouraged to develop their own procedures for solving problems, they develop higher-order thinking skills (Kadel, 1992).

Group Investigation: The group investigation method uses small groups for inquiry, discussion, and planning. While the entire class studies a general topic, students organize themselves into small groups to work on related subtopics by collecting, discussing, and synthesizing information from various sources. Each group produces a product which is evaluated by the teacher and fellow students (Faltus et al., 1988). Facilitating the group investigation method involves focusing inquiry, providing resources, and assisting students with project management. Through this approach, students develop critical thinking as well as group-process skills.

> ***Research on the effects of collaborative learning on achievement shows greater gains than traditional methods in factual knowledge and concept attainment, verbal problem solving, and critical thinking.***

Dynamite Ideas:

HANDS-ON MATH
Marietta City Schools
Marietta, Georgia

To improve mathematics achievement, prima students in the Marietta City Schools' Hands-o Math program spend less time on tradition instructional activities and more time working teams of two or in groups on hands-on activitie

Following whole-group instruction, studen work together with concrete manipulatives rat than complete textbook and paper/pencil tasks. The purpose of this approach is to introduce math concepts at the concrete level with age-appropriate manipulatives, such as lima beans and unifix cubes. Once the children are proficient with concrete manipulatives, they work with more sophisticated manipulatives, ultimately reaching the abstract level of mathematic symbols and numbers on paper. The team/group serves as a problem-solving, peer tutoring structure.

Before implementing the Hands-on Math approach, teachers receive two days of inservice training. Once the program is in place, follow-up training and trouble-shooting are provided by the Innovation Program Center, which is also a demonstration site for the program.

Developed in 1989 through a cooperative effort between the district math coordinator and K-2 teachers, Hands-on Math has resulted in dramatic improvements in test scores, particularly for at-risk children, as well as high praise from teachers. Since its validation as an Innovation Program by the Georgia Department of Education, the program has been adopted by 48 schools.

Contact: JoAnn Crimm, Director, Innovation Program Center, 353 Lemon Street, Marietta, GA 30060 (404)424-3674

Strategies for Facilitating Group Activities

While the techniques for establishing and sustaining effective small groups vary according to student characteristics (e.g., grade level) and group tasks, the following general guidelines are offered for facilitating group activities:

In the Beginning: Teach students the problem-solving, group process, and other skills they will need for successful collaborations; give them opportunities for practice; and provide them with feedback.

Later On: When students begin working on group projects, lead them in examining the processes that contribute to the development of their products as well as the products themselves.

In the Beginning: Assign students to heterogeneous groups, mixing achievement levels, gender, race, etc., as well as personality types and other factors that influence group dynamics.

Later On: When students have become familiar with the group process, allow them to form their own task groups for special projects according to their interests, the skills they can contribute to the projects, etc.

In the Beginning: Assign group roles to ensure the use of cooperative norms.

Later On: Have groups establish members' roles.

In the Beginning: Assign "get acquainted" exercises as the first group activities to give students an opportunity to get to know each other as team members, showcase their individual skills, etc.

Later On: Have the students participate in exercises on avoiding or resolving group conflicts.

In the Beginning: Give students explicit directions on objectives, tasks, time lines, etc.

Later On: As the students become more accustomed to working in groups, give them more general guidelines.

In the Beginning: Develop an assessment plan that balances group goals with individual accountability.

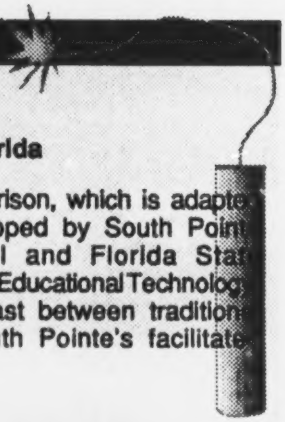
Later On: Help groups establish their own criteria and assessment strategies.

In the Beginning: Closely monitor the groups' progress through discussions, checklists, wrap-up sessions, etc., and provide feedback on strengths and weaknesses.

Later On: Monitor their progress less frequently and more informally as they become more adept at monitoring their own progress.

In the Beginning: To convey to the students that the process is as important as the product, encourage, praise, and reward them as they progress toward their goals.

Later On: When the project is completed, evaluate performance (initiative, creativity, cooperation, extra effort, etc.) as well as the quality of the product.



TESSERACT PROGRAM

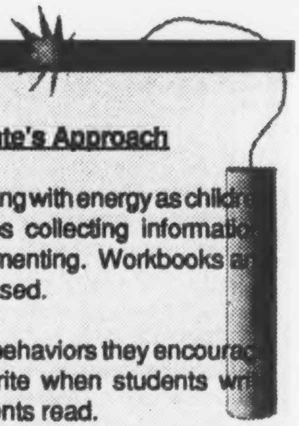
South Pointe Elementary School, Dade County, Florida

Dade County, Florida, has contracted with a private Minnesota corporation to provide an innovative educational program at South Pointe Elementary School, an inner city school. The Tesseract Program is a child-centered, learner-centered approach to instruction in which the teacher assumes the role of facilitator of learning.

The following comparison, which is adapte from a chart developed by South Poin Elementary School and Florida Sta University's Center for Educational Technolog illustrates the contrast between tradition instruction and South Pointe's facilitate instruction.

The Traditional Approach	South Pointe's Approach
One teacher is assigned to 30 students.	A teacher and an associate teacher are assigned to 25 students.
School begins with a bell, students sit in desks arranged by the teacher, and teaching starts immediately with children being directed through a multitude of subjects, spending a limited amount of time on each one.	School begins with a community of children gathering to share a story, a song, or something special. Students then return to their class areas for a class meeting where they share experiences and plan their learning for the day. Students arrange tables, chairs, pillows, and rocking chairs in the classroom to fit their needs.
Teachers decide what children will learn, and students have very little say in how their individual learning needs are met. Lessons and activities are planned by the teacher.	Parents, teachers, and students set goals and expectations for the students. Students plan units and activities around real life experiences and interests, with the teacher acting as a guide and facilitator.
Students are assigned to reading groups according to ability and are furnished a basal book, with controlled vocabulary and story length, and a student workbook. Students must complete the workbook exercises even if they already possess the required skills. Punctuation skills are taught from a textbook to the whole group.	Children read classical and contemporary literature, discussing new words, responding, and planning related learning activities for the story. Punctuation skills are taught individually or in small groups and are selected by the teacher after reading the stories children have composed.
Mathematics concepts are presented to a total group and then students complete teacher-assigned exercises at the same pace, on the same page in their math books.	Manipulatives are used to teach math concepts to small groups. Children plan practice activities with their teachers then work independently at their own level and pace.
After they have studied a concept, students are given a written test that assesses their ability to recollect facts.	Students are involved in the evaluation of their learning, with evaluations taking a variety of forms, such as creating a project to share, publishing findings, or designing a group test. Teachers use learner outcomes to help students plan and evaluate their own learning.
Bulletin boards are planned and decorated by teachers. Art projects have a predetermined outcome, pattern, or model to copy.	Display areas are used to showcase students' work, projects, and creations. Art projects are designed to tap students' inherent creativity. The Halloween pumpkin, for example, is their original creation, not a copy of the teacher's.

(continued)



The Traditional Approach	South Pointe's Approach
Classrooms are quiet with students working individually in workbooks or on teacher-developed activities.	Classrooms are bustling with energy as childr work in small groups collecting informatio planning, and experimenting. Workbooks a worksheets are not used.
Teachers correct papers or do other work while students are doing their work.	Teachers model the behaviors they encourag in students—they write when students wri and read when students read.
Communications with parents are brief, often "general" information letters. Fifteen-minute parent-teacher conferences are conducted once or twice a year.	Communication with parents is ongoing and individual. Personal notes and phone calls are part of the educational program, in addition to class newsletters and school newspapers. A minimum of four parent-teacher conferences, varying in length from one-half hour to one hour, are held each year. The first conference is held before the school year begins to give parents an opportunity to tell the school about their children. The other conferences are scheduled throughout the school year.

Contact: South Point Elementary School, 1050 4th Street, Miami Beach, FL 33139 (305) 531-5437

TEACHER AS DECISION MAKER

Leadership means vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, consistency, the use of symbols, paying attention as illustrated by the content of one's calendar, out-and-out drama (and the management thereof), creating heroes at all levels, coaching, effectively wandering around, and numerous other things. Leadership must be present at all levels of the organization.

Tom Peters and Nancy Austin
A Passion For Excellence: The Leadership Difference, 1985

Comparing the current teaching environment with that of other professions, the Carnegie Task Force on Teaching as a Profession (1986) observes:

> *One of the most attractive aspects of professional work is the way professionals are treated in the work place. Professionals are presumed to know what they are doing and are paid to exercise their judgment. Schools, on the other hand, operate as if consultants, school district experts, textbook authors, trainers, and distant officials possess more relevant expertise than the teachers in the schools. Bureaucratic management of schools proceeds from the view that teachers lack the talent or motivation to think for themselves. (p. 57-58)*

In most organizations, the most experienced and highly skilled professionals have more responsibilities than their colleagues with less expertise. The majority of schools, however, apply undifferentiated staffing models; therefore, the formal influence of the most experienced teacher is no greater than that of the novice. Not only is assigning identical responsibilities to two teachers of very different capabilities counterproductive, but it is also poor personnel management. The experienced teacher is denied the recognition and rewards accorded to other professionals, and, unlike beginning professionals in other fields, the novice teacher cannot look forward to increasing responsibility that matches corresponding increases in knowledge and performance (Tucker & Mandel, 1986). Indeed, to be given more responsibility, teachers must either be promoted out of the classroom or leave the profession altogether.

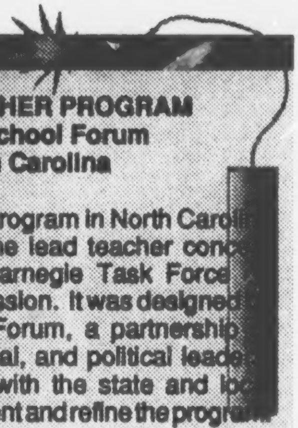
If schools are to compete with other professional organizations for staff in the future, they must acknowledge teachers' expertise, give them more responsibility, and authorize them to make decisions regarding the teaching services they provide and the environment in which they provide these services.

Enhancing the Status of Teaching as a Profession

According to the Carnegie Task Force on Teaching (1986), schools can greatly enhance the status of teaching as a profession by granting teachers decision-making authority. Ideally teacher influence would extend to the following areas:

- establishing school mission, performance standards, and operational policies and procedures
- selecting materials and instructional methods
- allocating school resources
- determining staffing structure and assignments
- assigning students to classes
- organizing the school day
- planning, conducting, and evaluating staff development
- selecting consultants
- selecting teachers, support staff, and administrators
- establishing student discipline policies
- establishing student grading policies

Dynamite Ideas:



LEAD TEACHER PROGRAM
Public School Forum
North Carolina

The Lead Teacher Program in North Caroli is fashioned after the lead teacher conc proposed by the Carnegie Task Force Teaching as a Profession. It was designed the Public School Forum, a partnership business, educational, and political leade which has worked with the state and lo educators to implement and refine the progra

Selected by school faculty, one lead teacher is chosen for every twelve teachers on the staff. Typically lead teachers' responsibilities include clinical supervision, demonstration of new techniques, curriculum review, performance data analysis, and/or communications. To provide the faculties with information on new trends, they regularly visit other schools, collaborate with university faculty, and confer with national organizations. A lead teacher receives a 15 percent salary increase and is assigned a half-time teaching load.

A unique feature of the program is that, in addition to selecting lead teachers, each school's faculty creates their job descriptions. Each school also creates its own accountability model, including measures of student outcomes and employee satisfaction, tailored to its individual goals.

As a result of the Lead Teacher Program, some schools are experimenting with flexible scheduling, others are abolishing grade-level groupings of students, and still others are dramatically increasing parent participation. Schools also report that test scores are up, and discipline problems are down (National Governor's Association, 1990).

Contact: JoAnn Norris, Public School Forum of North Carolina, 400 Oberlin Road, Suite 220, Raleigh, NC 27605 (919)832-1584 FAX (919)832-3392

In addition to professionalizing the teaching profession, giving teachers a greater voice in the decisions that affect the school would also make teaching more attractive to good teachers who are already in our schools as well as people considering teaching as a career (Carnegie Task Force, 1986).

As Peters and Austin (1985) point out, decentralized decision making and leadership also help promote innovation and flexibility in meeting organizational goals such as improved teaching and learning. In fact, in schools where teachers contribute to the decision-making process, gains have been reported in student achievement and other indices of school effectiveness (Gold, 1988; McPike, 1987; Olson, 1987, 1988).

Enhancing the status of teaching as a profession should also include the establishment of a professional career ladder for teachers. By recognizing teacher expertise and experience with additional responsibilities and rewards, a professional career path would help

- improve the morale and job satisfaction of current teaching staff.
- recognize the contributions of instructional staff in improving school efficiency and productivity.
- reduce teacher shortages in subject areas critical to the nation's future economic well being.
- reduce attrition levels of the most experienced teachers and attract capable teachers back to the field.
- attract more minorities to teaching to reflect the diversity of society and to serve as role models.
- attract a larger share of the most capable students to the field of teaching.

Preparation for Decision-Making Roles

Lewis (1989) suggests that teachers preparing for decision-making roles ask themselves the following needs assessment questions:

- How can we tap the special skills and knowledge of the most talented among us?
- How can we draw on the immediate school community to strengthen what we do for students?
- What resources do we need that we lack now, and which are the most important among them?
- How can we best use services available through the school district to make our school more effective?
- What release-time arrangements are possible for staff development, and how might we establish them?
- What requirements of the school system tend to inhibit teaching and learning, and how should they be modified?
- What are individual teachers' needs in terms of subject matter and improved teaching techniques, and how can they be met?

Decision-Making Skills

According to Marburger (1985), effective participation as a member of a school decision-making team requires the ability to

- communicate;
- participate in group decision-making methods;
- develop goals and objectives;
- improve the planning process;
- conduct needs assessment, analyze data, and report findings;
- implement planned change;
- apply budgeting terms, procedures, and controls;
- resolve conflict; and
- conduct formative and summative evaluation.

Dynamite Ideas:

SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING (SBM/SDM)
Dade County, Florida

Begun in 1987 as a pilot project designed t attract and retain good teachers, Dade County' pioneering School-Based Management/Share Decision Making (SBM/SDM) program ha given its schools the opportunity to develo unique, self-tailored approaches to educatio

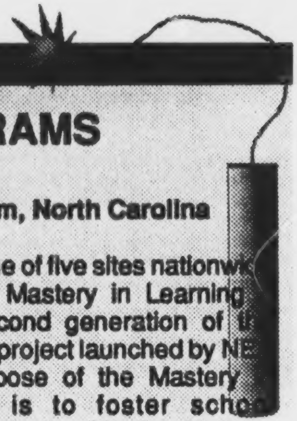
Decision making is decentralized from the distric to the school level, and schools have unprecedented control over how funds are spent, how staff are allocated, and how instruction is organized. Principals, teachers, and staff collaborate to solve problems and develop new and creative methods to address students' needs.

Many aspects of schools have been restructured, including types of textbooks used, structure of the school day, delivery of language instruction, and procedures for hiring teachers.

Teachers participating in SBM/SDM report greater satisfaction with teaching, and their schools are experiencing significant improvement in curriculum and lesson planning as well as student achievement and discipline (Florida Department of Education, 1990).

Contact: Daniel Tosado, Bureau of Professionalization Programs and Operations, Dade County Public Schools, 1450 N. E. 2nd Avenue, Miami, FL 33132 (305) 995-7585

In schools where teachers contribute to the decision-making process, gains have been reported in student achievement and other indices of school effectiveness.



MASTERY IN LEARNING PROGRAMS

Sumter County, Florida

The Mastery in Learning Project is a National Education Association school-based reform program utilizing shared decision-making to improve student achievement. As one of 25 schools across the U.S. chosen to participate in the project, Wildwood Middle School was asked to identify the school conditions needed to increase each student's opportunity to achieve mastery in learning and to establish priorities for teaching, learning, curriculum, and the school climate.

After completing a school profile and setting an initial goal with the assistance of TRaK (Teaching Resources and Knowledge), the project database, Wildwood faculty realized they needed to restructure the entire school environment to make conditions conducive to mastery in learning. An entire year was devoted to planning, during which release time was available for reading and research. Five working committees were developed in the areas of curriculum, school image, student attitudes, teacher expectations, and discipline. Teachers, parents, students, and administrators provided input as the improvement plan was developed and implemented.

Four years later, shared leadership and shared decision making are now used to address school improvement and solve school-wide problems. As a result, the school has abolished homogeneous groupings of students, instituted a successful dropout prevention program, and established new policies that have significantly reduced discipline problems (Florida Department of Education, 1989b).

Contact: Susan Jones, Guidance Counselor, Wildwood Middle School, 200 Cleveland Avenue, Wildwood, FL 34785 (904)748-1510

Winston-Salem, North Carolina

Winston-Salem is one of five sites nationwi participating in the Mastery in Learning consortium, the second generation of t Mastery in Learning project launched by NE in 1985. The purpose of the Mastery Learning project is to foster scho improvement by helping faculties apply up-to-date research on teaching and learning to their schools.

To ensure that the schools have adequate support, NEA assigns each site a liaison from NEA headquarters and provides computer tie-ins that link the schools with other schools and universities across the country. NEA also sponsors regular sessions at which school representatives meet to share ideas and update their progress. To ensure that schools have the local support they need, district representatives sign contracts guaranteeing the backing of the entire school community.

As a result of their membership in the MIL II consortium, Konnoak Elementary School, Philo Middle School, and Parkland High School have initiated inter-school collaborations to address issues such as curriculum integration, student transition from school to school, and budget problems. Other reforms include an innovative dropout-prevention program, flexible (bell-less) scheduling, and collaborative learning.

Not only do the students find learning more enjoyable, but the teachers and principals have been energized by the changes. According to Superintendent Larry Coble, the MILII project has also provided "the structure to really attack reinvention of the schools" (Diegmueller, 1991, p. 7).

Contact: Dr. Larry D. Coble, Box 2513, Winston-Salem, NC 27102 (919) 727-2816

TEACHER AS MENTOR

> *In most professional organizations those who are most experienced and highly skilled play the lead role in guiding the activity of others. We propose that districts create positions for a group of such people, designated "Lead Teachers," in each school. They would be selected from among experienced teachers who are highly regarded by their colleagues and possess Advanced Teacher's Certificates. . . . By vesting responsibility for instruction in Lead Teachers, schools will capitalize on the knowledge and skills of its most capable staff and create a career path worth pursuing.*
>
> Carnegie Task Force on Teaching as a Profession
> *A Nation Prepared: Teachers for the 21st Century*, 1986

With the current movement toward large-scale educational reforms, many schools are beginning to view teacher mentoring as a means of accomplishing significant goals of school improvement. Not only do teacher-helping-teacher programs expand the resources available for school improvement, but they also provide teachers with professional recognition and leadership opportunities.

Among the most useful interactions among teachers, mentor–teacher relationships enable teachers to learn from–and with–each other and to reflect more deliberately on matters pertaining to their craft. Through mentoring programs, schools develop communities of teachers with the shared knowledge and understanding necessary to contribute to school improvement efforts. By acknowledging teachers' expertise and giving them an opportunity to share it through mentoring programs, schools are also able to reward–and retain–outstanding teachers.

Responsibilities

The three most common responsibilities of teacher mentors are staff development, peer coaching, and curriculum development expert.

Staff Development

Typically, a teacher mentor who is in charge of staff development is responsible for conducting faculty orientation, coordinating inservice education, supervising student teachers, and disseminating information on new teaching strategies and techniques.

To perform these various activities successfully, the teacher mentor will need to be skilled in the following areas:

- conducting needs assessment
- planning staff development that is linked to performance evaluation results
- promoting teacher collaboration and collective problem solving regarding training needs
- identifying instructional delivery methods appropriate for adults
- evaluating staff development methods
- enlisting outside training resources

In addition to these skills, a teacher mentor who is responsible for staff development may need to practice new teaching methods, learn to use different types of educational technology for classroom instruction, and acquire other skills as the job requires. A teacher mentor who is responsible for apprising staff of state-of-the-art teaching methods will have to stay abreast of current developments and best practices and learn how to use and gauge the effectiveness of various dissemination strategies.

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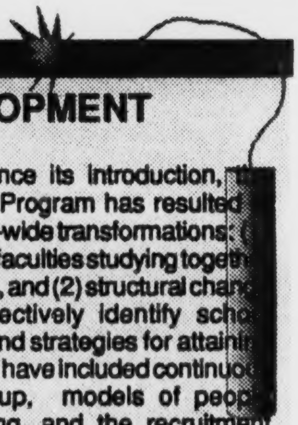
TEACHER-CONDUCTED STAFF DEVELOPMENT



MODELS OF TEACHING PROGRAM
Richmond County, Georgia

Founded in the belief that large-scale change succeeds only when the participants receive support throughout the change process, the Models of Teaching Program provides Richmond County faculties with continuous on-site training and assistance. The training is delivered by a cadre of specially trained Richmond County teachers and administrators who educate their colleagues about a variety of instructional methods, organize faculties into study groups, and incorporate the study of teaching as a part of the regular work day. The purpose of the program is to introduce more effective teaching practices and provide a framework for implementing innovation. The teachers and administrators who form the cadre receive training during the summer in five teaching models (cooperative learning, inductive thinking, concept attainment, mnemonics, and synectics) as well as follow-up training from consultants. Their selection is based on successful implementation of the models (as evidenced by videotapes and on-site observations), eagerness to continue their studies, and desire to provide training and leadership to their colleagues. During the four years of the program, the cadre has

- designed and developed training in models of teaching for teachers in all academic areas and grade levels;
- worked with teams, whole faculties, district-level staff, other districts;
- taught evening classes; and
- conducted workshops and seminars for educators from across the country who visit Richmond County.

They also took over all phases of training with no external support in 1990. While cadre members are paid for their summer work and some release time, the primary incentives for participation have been collegiality, professional recognition, opportunities to provide leadership, sense of empowerment, and professional growth. In addition to supplementing their training by increasing their professional reading and study and attending state and national conferences, all cadre members have either earned advanced degrees or enrolled in advanced degree programs since participating in the program. Since its introduction, th Models of Teaching Program has resulted two significant school-wide transformations: (cultural change since faculties studying togeth has become the norm, and (2) structural chan since teachers collectively identify scho improvement goals and strategies for attaini them. District benefits have included continuo training and follow-up, models of peop studying and learning, and the recruitment advantages of being able to offer leadership opportunities to effective teachers. Begun in 1987 with three schools, the Models of Teaching Program is now in place in 13 schools in Richmond County (Murphy, 1991).

Contact: Carlene Murphy, Director of Staff Development, Public Relations, and Adopt-A-School, Richmond County Public Schools, 804 Katherine Street, Augusta, GA 30904 (404)737-7270

TEACHER ASSESSMENT SYSTEM
Pasco County, Florida

Pasco County's Collegial Coach Training Program utilizes teacher mentors as staff developers. The program is part of Pasco County's Teacher Assessment System, which involves all 2,300 teachers in the district, and is based on the belief that teachers should play an integral role in planning and conducting staff development. Initiated in 1986, the Teacher Assessment System utilized a self-evaluation inventory composed of the competencies deemed most important by a committee of teachers, principals, and administrators. Two collegial coaches at each school in the district trained teachers in the use of the inventory, then assisted them in writing individual objectives for their professional development plans. Since then the collegial coaches have served as on-site resource persons, helping teachers to determine their strengths and weaknesses, coaching teachers, and providing feedback on performance. Teacher coaches receive five days of paid training during the summer on the assessment system, training strategies, overcoming obstacles, and observation and feedback skills (Florida DOE, 1988a).

Contact: Jennifer Smith, Director of Staff Development, Pasco County School Board, 7227 Land O'Lakes Blvd., Land O'Lakes, FL 34639 (813)996-3600 ext. 2256

Peer Coaching

A teacher mentor who is functioning as a peer coach may have the following responsibilities:

- guiding and monitoring beginning and experienced teachers
- demonstrating teaching strategies
- conducting informal staff evaluations
- diagnosing special/complex learning problems and recommending interventions
- providing content expertise and resources to teachers
- counseling

Performing the multifaceted duties of peer coach requires the following skills and knowledge:

- peer observation and coaching techniques/models, including performance assessment methods
- constructive feedback techniques
- strategies to improve teaching
- group process skills/techniques for conducting effective meetings
- presentation and training skills
- elements of effective instruction
- counseling techniques
- classroom management and organizational strategies
- demonstration methods

Dynamite Ideas:

TEACHER ASSISTANCE PROGRAM
Alachua County, Florida

The Alachua Teacher Assistance Program (ATAP) provides peer coaching to interested teachers through a voluntary assistance program. One or two teachers from each participating school are selected for training in peer coaching and mentoring. The peer coaches, who receive a $700 annual stipend, then provide coaching and assistance to interested colleagues. Twenty-five of the district's 34 schools participate in the voluntary program.

ATAP also utilizes teacher mentors to assist and support peers who are having difficulty in the classroom. Through a joint agreement between the local teachers' union and the school board, a cadre of outstanding "consulting teachers" is selected by school faculty and a district council composed of administrators, principals, and union representatives. Consulting teachers, who usually serve for two years, help to improve the classroom management, instructional techniques, and content knowledge of teachers recommended for assistance. Candidates for assistance take part in ATAP voluntarily. Consulting teachers receive $3,000 compensation for their first year as a consulting teachers, with continued compensation determined on a case-by-case basis.

At its core, ATAP is an assistance program, with its primary purpose being to provide peer support for a wide range of classroom problems. On another level, ATAP serves to enhance the profession by making teachers responsible for monitoring and improving performance in the classroom (Florida Department of Education, 1988a).

Contact: Dr. Mary Jean Davis, Alachua County Schools, 620 E. University Avenue, Gainesville, FL 32601 (904)336-3648

Dynamite Ideas:

ACADEMIC COACH
Lincoln County High School
Lincolnton, Georgia

To encourage the same commitmen academic success that was given to ath success, W. Andrew Henderson, Principa Lincoln County High School, conceived of position of Academic Coach. Patterned a the duties of athletic coaches, the responsibili of the Academic Coach include the followin

- Academic publicity (news articles, posters)
- Academic contests (school, district, state, and national competition)
- Honor Roll (publicity, awards)
- Liaison Activities with the Academic Booster Club
- Recognition Events (Academic Banquet, Honor's Day Program)
- Study Skills Programs ("How to Study" workshops, after-school study hall)
- Annual Motivational Assembly

A year after the program was initiated, the school began paying the Academic Coach a supplement similar to those paid to athletic coaches. The school also won two state championships—one in football and one in academics (Henderson, 1988).

Contact: W. Andrew Henderson, Principal, Lincoln County High School, P.O. Box 579, Ward Avenue, Lincolnton, GA 30817 (404)359-3121

Dynamite Ideas:

12-SCHOOLS PROJECT
South Carolina Department of Education

The purpose of the 12-Schools Project is develop curriculum frameworks as the bas for a revised student performance system South Carolina. To this end, 12 schools ha been excused for one year from all sta mandated testing programs except the E Examination to enable teachers an administrators to design instructional an assessment activities based on one of th curriculum frameworks (e.g., thematic, interdisciplinary, ungraded, etc.) developed by state curriculum development teams. The goal of the program is to improve the teaching and testing of higher-order thinking skills.

At each school, a teacher and administrator work collaboratively to develop an implementation plan and budget. During the process, they attend state and national conferences, participate in other professional development activities as appropriate, and solicit input from administrators, teachers, students, support staff, parents, and other members of the community. The plan is then refined through the implementation of teacher-developed instructional units and performance assessment activities.

Contact: Andrea S. Keim, Education Program Consultant, Division of Policy, Department of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201 (803)734-8536

Curriculum Development

Another role that teacher mentors are called upon to perform is that of curriculum expert. Teacher mentors may be responsible for guiding curriculum selection and/or development efforts within the school or providing curriculum expertise to individual teachers. In this role, teacher mentors require group process and management skills; knowledge of curriculum evaluation methods; knowledge of instructional design, development, and evaluation; and consulting skills.

> ***Not only do teacher-helping-teacher programs expand the resources available for school improvement, but they also provide teachers with recognition and leadership opportunities.***

Selection of Teacher Mentors

The Carnegie Task Force on Teaching as a Profession (1986) recommends that teacher mentors be seasoned professionals, be highly regarded by their colleagues, and possess an Advanced Teacher's Certificate. Other criteria typically used by peer coaching programs to select teacher mentors include self-confidence, creative problem-solving skills, analytical ability, a nonjudgemental attitude, flexibility, good interpersonal communication skills, reliability, a variety of classroom accomplishments, and other specific skills (Far West Laboratory, 1986; Servatius & Young, 1985). Futrell (1988) recommends that a peer selection process be used to select mentors to reduce the possibility of divisiveness and to encourage shared decision making within the school. She also notes that faculty should be involved in designing a mentor compensation system that respects the principles of equity.

Dynamite Ideas:

DADE ACADEMY FOR THE TEACHING ARTS (DATA)
Dade County, Florida

The Dade Academy for the Teaching Ar (DATA) was established in 1987 to stimulat professional growth among experience teachers. A program of seminars and clinic operated exclusively by teachers, DAT provides its participants with the opportuni for interaction with other professionals exposure to the latest educational research, and expanded professional horizons.

At present eight "resident" teachers, experts in their respective disciplines, are assigned to DATA from various public schools in the county to serve as facilitators and support persons. Each nine-week grading period, these resident teachers work with twelve colleagues, known as "externs," who conduct research projects, develop teaching plans, and share teaching strategies. During this time, "adjunct" teachers, all DATA graduates, replace the externs at their school sites.

By giving teachers the opportunity to learn new ideas, DATA provides good teachers with the opportunity to grow intellectually and "recharge their batteries" (Florida Department of Education, 1988a).

Contact: Elvira M. Dopico, Associate Superintendent, Bureau of Human Resource Development, Dade County Public Schools, 1444 Biscayne Blvd., Suite 270, Miami, FL 33132 (305)995-7459

TEACHER AS RESEARCHER

> *The teacher-as-researcher movement is based on teachers' liberating themselves from ideas imposed solely by others outside the classroom. In a sense, it constitutes an acknowledgment that* ***teaching belongs to teachers*** *and that as the experts about their own practice, teachers are the ones most able to understand and refine their work. One method of doing this is to do research about one's own practice.*
>
> A. A. Oberg and G. McCutcheon
> *Theory Into Practice*, 1990

Teachers have traditionally equated educational research with experimental studies of contrived paradigms conducted by outsiders from a university with little relevance or application to "real world" classrooms. Few teachers consider themselves educational researchers despite the fact that they routinely conduct research in their classrooms. Whenever teachers collect and synthesize information for a lecture, compare the results of instructional techniques, or evaluate the effectiveness of a lesson, they apply the same skills and methods and produce the same kinds of results as scientists and other researchers. Indeed, Allen et al. (1988) argue that good teaching *is* action research, or "deliberate, personally owned and conducted, solution-oriented investigation" (p. 380).

The role of researcher, then, is not a new one for teachers but one that formalizes the informal research that teachers have conducted all along. The teacher-as-researcher movement also encourages teachers to adopt a broader view of what constitutes research, who can conduct research, and how research can be carried out. Because promoting research and reflection at the classroom level encourages innovation, improves teaching practices, and creates more effective learning environments (Allen, et al., 1988; Kelsay, 1990; Kochan, 1990), teacher researchers are playing a pivotal role in linking teaching, research, and practice to school improvement.

Goals Of Teacher Researchers

Kelsay (1990) observes that teachers conduct classroom research for a variety of reasons. Among their goals are to

- make better decisions about teaching and learning by studying teachers and learners in context;
- revolutionize teaching practices through reflection on experience and new ideas;
- "see" what they look at and interpret it;
- develop tools and skills that will be useful in understanding the meaning in what teachers and students do in a classroom context;
- heighten responsiveness to instructional variables and increase effectiveness in the teacher role by focusing on self as "teacher-as-learner"; and
- heighten awareness of personal teaching style and the teaching of colleagues. (p. 1)

Good teaching *is* action research.

MODEL FOR TEACHER-CONDUCTED RESEARCH

The following stages of teacher-conducted research are proposed by Allen et al. (1988):

1 Observing: How is your curiosity aroused?

- Spark/focus research interests by observing teaching, talking about and comparing observations with colleagues, and reading about observations.

2 Questioning: What do you really want to know?

- Apply question development strategies: for example, write a phrase describing a research interest and turn it into the question(s), conduct interviews to uncover research question(s), and review literature to learn about previous questions and to focus questions.

3 Using resources: Who can help you explore your question(s)?

- Collaborate with school colleagues, students, parents, community experts, community organizations, and others interested in the same or similar question(s).
- Conduct computer database searches and reviews of literature related to the question(s).
- List other resources required to study the question(s): administrative support, time, assistance with the research process, inservice needs, etc.

4 Planning and Analyzing: How can you study your question(s)?

- Determine what is feasible given district policy, time constraints, available expertise, and other resources.
- Develop a plan or method for studying the question(s).
- Design data-collection instruments: observation form, interview format, surveys, tests, and/or other evaluative forms.
- Conduct the study: administer instruments.
- Analyze and synthesize findings.

5 Sharing: Who is interested in what you are learning?

- Reflect on and share the research process, ongoing findings, problems, insights, and interesting responses with the school community and others in weekly or monthly staff meetings.
- Document processes, findings, and recommendations for other teachers, parents, etc.
- Disseminate findings to the larger school/research community and through local, state, and national presentations; papers, reports, newsletters, articles, etc. (p. 380-85)

Benefits of Teacher-Conducted Research

In addition to improving instruction, the teacher-as-researcher process has beneficial effects on teachers. Allen et al. (1988) describe three significant results of teacher-conducted research:

- Teaching is transformed in important ways: teachers become theorists, articulating their intentions, testing their assumptions, and finding connections with practice.
- Teachers' perceptions of themselves are transformed. They step up the use of resources, form networks, and become more active professionally.
- Teachers become critical, responsive readers and users of current research and more authoritative in their assessment of curricula, methods, and materials.

Schrader, Foster, and Kochan (1988) also cite an increase in perceived professional confidence among teachers who conduct school-based research.

> ***Teacher researchers are playing a pivotal role in linking teaching, research, and practice to school improvement.***

Dynamite Ideas:

TEACHER AS RESEARCHER-LINKER (TRL) PROGRAM
Lake County, Florida

The Lake County School Board and the La County Education Association, an affiliate the American Federation of Teachers (AF sponsor the Teacher as Researcher-Lin (TRL) Program, which was developed by national AFT Educational Research a Development Center.

Day-long workshops are conducted throughout the year that provide training or "research translations" on effective teaching techniques and classroom management strategies, including group management, teacher praise, cooperative small groups, time on task, and other topics. The workshops also include instruction on ways to disseminate the research translations to teachers. Participants implement the research techniques in their classrooms and return to subsequent TRL programs to share the results of their classroom research implementation experiences.

The goals of the TRL program are threefold: to further the professional growth of teachers, encourage teachers to use research, and improve student achievement. Participants are recommended by the school principal and provided with release time to attend the workshops.

Program benefits cited by participating teachers include: increased professional confidence, time to reflect on teaching philosophy and methods, collaborative problem solving with other participants, reduced burn-out, fewer discipline problems, and more time-on-task behaviors (Schrader, Foster, & Kochan, 1988).

Contact: Lake County School Board, 201 W. Burleigh Blvd., Tavares, FL 32778 (904) 343-3531

Resouces for Teacher Researchers

When conducting formal studies, teacher researchers often call on persons who have content and research expertise to help with the following planning and analysis activities of their investigations. These advisors can assist with

- designing data collection instruments (e.g., observation forms, surveys),
- analyzing findings (e.g., content analysis, statistical analysis), and
- synthesizing results of analyses.

Appropriate resource people for this stage may be found in the school or university community; in professional organizations; or in other local, district, and state agencies.

To promote interaction between research and practice, increasing numbers of university researchers are forming liaisons with classroom teachers, and more and more graduate students are forming partnerships with classroom teachers to conduct educational research.

> ***The teacher-as-researcher movement... encourages teachers to adopt a broader view of what constitutes research, who can conduct research, and how research can be carried out.***

Dynamite Ideas:

UNIVERSITY-TEACHER COLLABORATIONS
Florida State University

Department of Childhood Education

The Teacher as Researcher course is graduate course designed to assist classroom teachers develop and expand their own knowledge. The course helps teachers broaden their perspectives on what research is by providing them with a variety of models for systematic inquiry as they embark on the research process. Participating teachers develop case studies of programs and processes or case reports on teaching practices. During the course they are taught the elements of observing/seeing, interviewing/listening, analyzing/conceptualizing, and sharing/communicating findings. Examples of classroom research conducted by participants include (1) an analysis of the implementation of a "whole language" curriculum, (2) a case study of the progress of four learners participating in "whole language" classroom experiences, and (3) a study of the conflict between teaching values and beliefs and the teaching environment (Kelsay, 1990).

Contact: Dr. Karla L. Kelsay, Department of Childhood Education, 15 Stone Building, B-199, Florida State University, Tallahassee, FL 32306 (904)644-5458

Department of Curriculum and Instruction

As part of their graduate studies, science teachers form partnerships with other teachers in conducting educational research in a variety of areas. Some of their projects have included (1) a case study of a science teacher's change from a traditional instructional approach to cooperative learning, (2) an evaluation of the effectiveness of a newly adopted school-wide study skills program, (3) an analysis of students' perceptions of scientists and the effect of those perceptions on career choice, and (4) a comparison of two teachers' instructional styles to determine the effect of teacher expectations on student motivation.

Contact: Dr. Nancy Davis, Panama City Campus, Florida State University, Panama City, FL 32401 (904)644-1031

RESOURCES

"A Cure for Fragmented Schedules In Elementary Schools," Robert L. Canady, October 1988, *Educational Leadership*, Vol. 46

An excellent resource for schools contemplating alternative scheduling structures, this article provides detailed instructions on how to plan a parallel block schedule to accommodate pull-out programs, provide more time for direct instruction, and ensure a less fragmented school day. The article also includes charts depicting example block schedules and recommends several additional references on alternative school schedules.

A Place Called School, John Goodlad, 1984.

Based on "A Study of Schooling," an extensive on-the-scene investigation of classrooms across the country, this book contends that schools must be redesigned piece by piece if significant improvement is to occur. All aspects of schooling are considered, including school-community relations, quality of teaching, time spent by students on tasks, and instructional methods. Contact: McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020

"A Review of the Peer Coaching Literature," Robert Ackland, Winter 1991, *Journal of Staff Development*, Vol. 12

This article provides a concise overview on the origins, characteristics, and objectives of peer coaching programs. It includes a list of 15 logistical considerations for implementing peer coaching; several studies that have been conducted on expert and reciprocal peer coaching programs, with a brief description of each program's objectives; and numerous references.

"Advancing Professional Inquiry for Educational Improvement Through Action Research," Donald M. Miller & Gerald J. Pine, Summer 1990, *Journal of Staff Development*, Vol. 11

Miller and Pine maintain that the role of researcher enables teachers to enhance the professional status of teaching, generate theory and knowledge, and increase the effectiveness of improvement efforts. Therefore, staff development should facilitate teacher initiative and leadership, value teachers as experts, and promote teacher inquiry. They identify several conditions necessary to foster action research as a staff development approach, including technical assistance, time for investigation and reflection, and opportunities for collaboration.

Building a Professional Culture in Schools, Ann Lieberman (Editor), 1988

This book examines restructuring from the perspectives of educators such as Roland Barth, Phillip Schlechty, Lynne Miller, and others who have participated in restructuring efforts. Part one examines the conditions necessary for changing school culture. Part two discusses collaboration and expanded leadership roles for teachers. Chapters 9 and 10 document restructuring efforts in two school systems. Contact: Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027

The Collaborative Classroom: Reconnecting Teachers and Learners, North Central Regional Educational Laboratory, 1990

This collection of instructional guidebooks and videotapes is a helpful resource for teachers wishing to promote collaborative learning. Contact: North Central Regional, Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60521 (708)571-4700

Complementary Methods for Research in Education, Richard M. Jaeger (Ed.), 1988

This overview of educational research techniques is a useful introductory text for teacher researchers. Contact: American Educational Research Association, 1230 17th Street, NW, Washington, D.C. 20036 (202)223-9485

Cooperative Learning: Training Manual, Alabama Department of Education, 1990

Designed for K-12 teachers, this training manual presents a comprehensive approach to cooperative learning in the classroom. Based in large part on the work of David W. Johnson and Roger T. Johnson of the University of Minnesota Cooperative Learning

Center, the manual covers all aspects of cooperative learning from selecting lessons appropriate for cooperative learning to modeling cooperative learning skills to assessing cooperative learning progress. A variety of lesson plans and activities appropriate for all grade levels are included. Contact: Division of Student Instructional Services, Alabama Department of Education, Room 3347, Gordon Persons Building, Montgomery, AL 36130-3901 (205)242-8445

Designing Meaningful Professional Development: A Planning Tool, Thomas Olson, Jocelyn Butler, and Nancey Olson, 1991

This report from the Northwest Regional Educational Laboratory states that the most effective professional development programs are planned with teachers' interests and experience in mind. It recommends that teachers have increased input into professional development as well as opportunities for collaboration with each other and with administrators. The authors also suggest that training be a regular part of the work week throughout the year. A lengthy list of questions and tools to help educators analyze their own schools and districts is included. (Cite order no. NL-991-SE, 45 pages, $8.25.) Contact: Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204

Ethnographic Research: Theory and Application for Modern Schools and Societies, Marion Lundy Dobbert, 1982

This book examines case studies and other types of qualitative research appropriate for the classroom. Contact: Praeger Publishers, 521 Fifth Avenue, New York, NY 10175

From Teacher to Leader: Training and Support for Instructional Leadership by Teachers, Tom Bird & Judith Warren Little, 1985

This essay examines the teacher-as-leader role and identifies ways that district officials, principals, and other teachers can support teacher leaders. Contact: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103, (415)565-3000

"Improving Writing Instruction Through Teacher Action Research," Sarah L. Dowhower, Mary P. Melvin, & Patricia Sizemore, Summer 1990, *Journal of Staff Development*, Vol. 11

Of interest to teachers in all subject areas, this article provides a concise overview of teacher-conducted research and outlines strategies for planning research. A model of a research plan is included as well as an example of an action research plan detailing procedures, observations, and evaluation.

Leaders: The Strategies for Taking Charge, Warren Bennis & Burt Nanus, 1985

This book examines the transformational nature of effective leadership—the ability to translate vision into reality. Illustrated by numerous examples from history and modern business practices, it presents strategies for becoming an effective leader and concludes with a chapter on leadership and empowerment. Contact: Harper and Row Publishers, 10 East 53rd Street, New York, NY 10022

The Mentor Teacher Casebook, Judith H. Shulman and Joel A. Colbert, 1987

Drawn from a two-year study of the implementation of the California Mentor Teacher Program, *The Mentor Teacher Casebook* is designed as a training guide for mentor teachers. Of special interest to teachers is Part II, in which experienced mentors describe how they and novice teachers set the "ground rules" for their work together; Part III, which addresses a variety of administrative issues, ranging from appropriate mentor-novice matches to emerging relationships between mentors and principals; and Part IV, which examines both the positive and negative aspects of mentoring. Contact: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103, (415)565-3000

"Professional Growth and Support through Peer Coaching," Patricia Raney & Pam Robbins, May 1989, *Educational Leadership*, Vol. 46

This article describes a successful peer coaching program for new and probationary teachers in Sonoma County, California. In addition to describing the program's implementation and benefits, the authors provide guidelines for developing a peer coaching program and an outline of topics for peer coaching training sessions.

"Redefining Supervision" issue, *Educational Leadership*, May 1989, Vol. 46

This entire volume of *Educational Leadership* is devoted to the changing roles of teachers and administrators. Among the topics the articles address are site-based management, teacher empowerment, peer coaching, and reflective teaching.

Resident Supervisory Support for Teachers (RSST), National Diffusion Network

Validated as exemplary by the National Diffusion Network, Resident Supervisory Support for Teachers (RSST) is a training program for peer coaches. A nonjudgmental, nonevaluative approach, the program emphasizes interpersonal communication, conferencing techniques, and data-gathering skills. The program, an adaptation of Robert Goldhammer's Clinical Supervision Model, includes five stages: (1) pre-observation conference, (2) classroom observation, (3) analysis and strategy, (4) post-observation conference, and (5) post-conference analysis. Appropriate for effective/less effective and experienced/inexperienced teachers in all disciplines at all grade levels, the training program is ideal for schools with limited resources for instructional support and professional development. Schools that have adopted the RSST program indicate that it has resulted in improved classroom performance, a greater understanding of the teaching-learning process, improved self-analysis skills, and reduced teacher isolation. Contact: Delores W. Hamilton, Director, RSST, 800 Euclid Street, N.W., Room 316, Washington, DC 20001 (202)673-7708

The Role of a Learning Community in Changing Teachers' Knowledge and Beliefs About Mathematics Education, Sandra K. Wilcox, Pamela Schram, Glenda Lappan, & Perry Lanier, 1991

This report describes a preservice program designed to develop learning communities among teachers. Through the program, prospective teachers practiced working together on mathematics activities, then applied collaborative teaching approaches during their first years as teachers. (Cite order no. TL-RR-91-1, 30 pages, $5.90.) Contact: National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034

School Restructuring: A Case Study in Teacher Empowerment, Katherine C. Boles, 1990

This report on a teacher-led education reform project concludes that, despite operational challenges, the benefits of team teaching outweigh the drawbacks. The project involved teachers who designed and implemented a curriculum for combination classes of third- and fourth-grade students. One day a week each teacher assumed the role of supervisor or curriculum writer while the remaining teachers fulfilled the teaching duties. Although the teachers admitted that they missed some of the autonomy of the traditional classroom, they recognized the benefits of the collaboration, noting that they had implemented more new curricula during the first year of the project than they had in any previous year teaching in isolation. (This 58-page report is available for $4.00.) Contact: National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138

Sometimes a Shining Moment: The Foxfire Experience, Eliot Wigginton, 1986.

This book documents the author's 20 years' experience as a high school teacher and creator of the Foxfire project. Chapter I contains recollections, journal entries, letters to friends, and student accomplishments chronicling Wigginton's life as a classroom teacher and his experiences with the project. In Chapter II, he discusses the responsibility of being a teacher and describes the characteristics of good teachers. Chapter III outlines how schools can develop an integrated, participatory curriculum that allows teachers and students to work together in meaningful ways. Contact: Anchor Books, Doubleday, 666 5th Avenue, New York, NY 10103

Teacher Empowerment and Professional Knowledge, Gary Lichtenstein, Milbrey McLaughlin, & Jennifer Knudsen, 1991

This research report concludes that teachers are empowered more by professional knowledge than from structural reform. As distinguished from traditional staff development, this professional knowledge includes knowledge of the professional community, which helps teachers recognize their expertise and expand their notions of what is possible; knowledge of education policy, which enables teachers to be informed of (and to inform) decision making; and subject area knowledge, which provides the foundation for authority and professional discretion, provides a basis for collegiality, and informs policy decisions. The researchers also indicate that, once teachers are provided opportunities for developing professionally, their interests emerge idiosyncratically: some teachers focus on building program continuity within their departments, others experiment with new pedagogical techniques, and still others devote their energy to policy issues. (Cite CPRE Research Report Series RR-020.) Contact: Consortium for Policy Research in Education, Building 4090, Livingstone Campus, Rutgers University, New Brunswick, NJ 08903 (908)932-2071

"Teacher as Researcher" issue, *Theory Into Practice*, Summer 1990, Vol. 29

This issue is devoted entirely to the teacher as researcher. Included are articles on teacher-researcher collaboratives and methods for conducting action research.

Teachers, Their World and Their Work: Implications for School Improvement, Anne Lieberman & Lynne Miller, 1984

The authors examine the complexities of teaching by describing the social realities of the classroom as well as the constraints under which teachers work. In separate chapters, the authors describe the working conditions that are specific to elementary schools and secondary schools and the implications for staff development and school improvement projects at both levels. The book also discusses teachers as adult learners, examines successful strategies and organizing frameworks for school improvement projects, and outlines the components and processes of change. Also included is a review of research conducted on change in schools and projects that translate research into practical, school-based strategies. Contact: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403

Teachers Who Lead: The Rhetoric of Reform and the Realities of Practice, Patricia A. Wasley, 1991

The teachers in Wasley's case studies reveal that, while they feel they have grown professionally and have received recognition for their work elsewhere, they rarely feel that they influence the teachers in their own schools. Attributing this irony to the lack of opportunity to share professional practice with colleagues, Wasley proposes a system through which teachers and administrators work collaboratively within a school to generate proposals for instructional improvement, with teachers recommending leadership positions for themselves to plan and implement the programs. Such a proposal would increase both the influence and the number of teacher leaders. Contact: Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027

Trouble in Paradise: Teacher Conflicts in Shared Decision Making, Carol H. Weiss, J. Cambone, & Alexander Wyeth, 1991

This occasional paper cautions teachers to be alert to the fact that shared decision making places them in unfamiliar roles and requires new skills of them. Having learned the hard way—through trial and error—experienced decision-making teachers recommend that teachers who are beginning to assume decision making responsibilities be given staff development training in decision-making, leadership, and negotiation skills; implementation strategies; and subject matter content for the issues that decision-making teams will address. (This 26-page paper is available for $4.00.) Contact: National Center for Educational Leadership, Harvard Graduate School of Education, 443 Gutman Library, 6 Appian Way, Cambridge, MA 02138

Chapter 2

NEW ROLES FOR PRINCIPALS

Principal as Visionary

- Dreaming the Dream
- Enlisting Support
- Shaping School Culture

Principal as Enabler

- Leading and Managing
- Fostering Collaboration
- Providing Support

Principal as Role Model

- Emulating Characteristics of Effective Leaders
- Communicating Values
- Demonstrating Trust
- Providing Instructional Leadership

Principal as Motivator

- Building Morale
- Encouraging Professionalism
- Recognizing Achievement

Resources

NEW ROLES FOR PRINCIPALS

Mother:	*It's time to get up for school.*
Son:	*I'm not going to school!*
Mother:	*Why not?*
Son:	*Because everybody at the school hates me—the teachers, the kids,the janitor—they all hate me!*
Mother:	*You have to go. You're the principal.*

Anonymous

Being a school principal is not an easy job. In fact, with today's added responsibilities of increased autonomy—and increased accountability—brought on by education reforms, it is one of the most demanding jobs imaginable. To assist principals in meeting these demands, many schools are taking a lesson from the nation's most successful companies and adopting decentralized forms of school governance. Among them, shared decision making is gaining acceptance as a way to develop the "community of leaders" necessary to design and implement school improvement programs, to handle increased responsibilities, and to accomplish educational goals (Lieberman, 1988, p. 648).

With shared governance also come new models of leadership. Rather than being **transactional** leaders whose primary functions are managerial and supervisory, principals are becoming **transformational** leaders—visionaries, enablers, models, and motivators—people who, as characterized by Phillip C. Schlechty (1990), "create visions and goals and . . . cause men and women to transform the institutions of which they are a part." (p. 151)

Chapter two examines four vital roles that principals assume as leaders in restructuring schools. The first role addressed is that of PRINCIPAL AS VISIONARY—dreaming the dream and enlisting support to make it come true. The second section, PRINCIPAL AS ENABLER, presents strategies for empowering others to excel by providing leadership and management, fostering collaboration among staff members, and providing them with support. PRINCIPAL AS ROLE MODEL identifies characteristics of effective leaders and discusses how effective principals set the example of excellence for their schools. The final section, which discusses the PRINCIPAL AS MOTIVATOR, examines how effective leaders encourage outstanding performance by building morale, fostering professionalism, and recognizing and rewarding achievement.

A series of "Dynamite Ideas" is presented in each section, and the chapter concludes with an annotated list of resources.

PRINCIPAL AS VISIONARY

The process of real change begins with the leadership of one or more people who have a deeply-felt vision—call it a passionate vision—of a great future for their school; people who can raise their eyes high enough above the daily smog to see that ordinary kids can do wonderful things if the conditions are right; people who believe that having a great day at school is a lot less exhausting than having a lousy day; people with a faith that hard work directed at worthwhile goals can produce amazing results.

Dennis Littky, Principal
Thayer High School, Winchester, New Hampshire
Restructuring American Schools, 1989

Researchers and theorists in both private industry (Bennis, 1989, 1990; Kouzes & Posner, 1988; Peters & Austin, 1985; Peters & Waterman, 1982) and education (Barth, 1988; Beckner, 1990; Lewis, 1989; Schlechty, 1990; Tewel, 1989) agree that the first requirement of effective leadership is vision. Describing the exemplary leaders he interviewed for his primer on leadership, *On Becoming a Leader,* Warren Bennis (1989) observes that of all the characteristics that distinguished effective leaders, "the most pivotal was a concern with a guiding purpose, an overarching vision" (p. 6).

In their research on effective schools, Corcoran and Wilson (1991) report similar findings on the principal's role as visionary:

> *Parents, teachers, and students are unanimous in citing the principal as providing the necessary vision and energy in creating and maintaining conditions for success. (p. 127)*

Dreaming the Dream

Before any significant improvement can occur in a school, those in leadership positions must have vision--not unfounded fantasy--but rather a clear, informed "big picture" of what they want their school to become. Vision is the driving force that inspires both leader and followers to work hard to reach the necessary goals to create reality out of their dreams (Beckner, 1990).

A leader cannot lead others without a vision of where he or she is going, and the more informed that vision is, the stronger and more successful the leadership will be. Consequently, a principal's vision for a school should be thoroughly grounded in research, best practices, the school community's goals, and other factors that will influence the vision's attainment (Lewis, 1989).

Guidelines for Conceiving the School's Vision

- Be clear about your beliefs and identify the beliefs of employees, parents, and community members.
- Involve the stakeholders in creating a vision of what the school's programs and culture should be in the future.
- Lead the stakeholders to a consensus agreement on the mission of the school.
- Scan the external and internal environment to identify the trends that must be considered when devising plans for your school.
- Clearly identify those outcomes (goals and objectives) that you plan to achieve by some future date.
- Develop action plans that identify
    - who is responsible for achievement,
    - how it is to be measured,
    - when it is to be achieved, and
    - what specifically is to be achieved (Herman, 1989, p. 56).

Dynamite Ideas

DREAMING THE DREAM
Pearl High School, Pearl, Mississippi

"You have to have a vision—for yourself and your school," says Principal Mac Curlee. Pearl High School, the vision was to designated a Blue Ribbon School by the U Department of Education. So four years a the faculty and staff set out to make the visio reality. Often working evenings and weeken the steering committee made sure that Pe would meet the recognition program's standa which include excellence in areas such as leadership, curriculum and instruction, student environment, and organizational vitality.

Through the efforts of a committed faculty, a very supportive community, and proud, competitive students, they succeeded. Pearl achieved the status of Blue Ribbon School for 1990-91.

Contact: Mac Curlee, Principal, Pearl High School, P. O. Box 5750, Pearl, MS (601)932-7931

Enlisting Support

A follower cannot follow without knowing where leaders are headed. Therefore, an effective leader must also have the communicative and political skills to convey his or her vision and to marshal resources. A crucial first step in creating a common sense of direction among all members of the school community is the development of a mission statement articulating the vision for the school (AASA, 1988; Barth, 1988; Beckner, 1990; Chance & Grady, 1990; Lewis, 1989; Schlechty, 1990; Tewel, 1989).

The mission statement identifies what the school's goals are (expressed as student outcomes) and how those goals will be accomplished. In addition to guiding the work of the school's staff by providing criteria for including some activities and excluding others, research on effective leadership also reveals that clearly articulated visions inspire significantly higher levels of employee commitment, *esprit de corps*, pride, productivity, and job satisfaction (Kouzes and Posner, 1988). Research also indicates that the most compelling mission statements are worded simply. Comparing the philosophies of seven exemplary schools to those of the best companies in the country, Peters and Austin (1985) note the following similarities:

> *As the best companies are imbued with philosophies, so apparently are the best schools. But the parallel doesn't stop there. Effective and lasting corporate philosophies are in truth about "the obvious" and "common sense." Success lies in the fact that they are lived with intensity. Likewise, the best school philosophies are simple and to the point. (p. 397)*

Heller's (1989) report on nationally recognized schools also finds clearly defined goals at the center of a school's sense of mission. For example, the goal of Loyola High School of Baltimore, Inc., Towson, Maryland, is to teach students "to think reasonably, to write and speak correctly and convincingly, and to perceive the interdependence between learning and life" (p. 8). Cranbrook Kingswood School of Bloomfield Hills, Michigan, seeks "to prepare students to flourish in an increasingly complex world, to move into higher education with competence and confidence, to grow physically as well as intellectually, to respect and appreciate the arts, and to leave our stewardship with a strong sense of social responsibility" (p. 10-11).

The school's vision should also be communicated to all stakeholders to clarify the goals of the school and, ideally, attract supporters (Goodlad, 1991). School leaders often reinforce vision with symbols. For example, they inspire wide-scale commitment through symbolic ceremonies such as the signing of pledges, motivational meetings, and rallies. More tangible symbols, such as mottoes, emblems, and posters are also used extensively to represent missions (Kouzes & Posner, 1988; Schein, 1991).

A follower cannot follow without knowing where leaders are headed.

COMMUNICATING THE VISION

The following model for communicating a school's vision is based on the approach of the Winona School District, Winona, Minnesota, to sharing its vision of success for all learners through outcome-based education:

1. An opening day inservice featuring chief architects of the vision
2. Follow-up meetings between the superintendent and elementary school and secondary school faculties to discuss ideas and best practices
3. An internal and external communications network, including newsletters, newspapers, and radio announcements, to communicate the school's vision, progress, and milestones
4. Monthly meetings of district leaders and committee chairpersons to focus on the vision and its implementation
5. Linkages between district staff and their regional counterparts involved in similar initiatives
6. An affiliation with business associations for sharing the vision with private industry (Sambs & Schenkat, 1990)

Finally, in addition to having a dream about the future and a clearly defined sense of direction, a leader must be able to communicate the vision in ways that encourage followers to enlist in his or her cause. Not only do they need to know where they are headed and how they will get there, but, to give their full support, followers must believe that they *want* to be there. A leader must, therefore, be able to convey an attractive image of the future. Accordingly, effective leaders link the organization's goals with employees' and other stakeholders' goals, creating a vision of a future that they want to help bring about (Kouzes & Posner, 1988; Palaich & Flannelly, 1984).

Dynamite Ideas:

ENLISTING SUPPORT
Polk County Schools
Columbus, North Carolina

When a merger of the Polk County and Try City School Districts in 1989 created a ne for a consolidated high school, school a community leaders realized that establishi the new school presented an opportunity structure—rather than *re*structure—a scho Beginning with a meeting attended approximately 700 school and community members to discuss the need for radical change, the process of establishing the school's mission and design has been a fully collaborative effort. It has included a series of planning meetings among school and community leaders, curriculum development by faculty and consultants, and community forums to review goals and standards. The structuring effort has also been supported by James Causby, District Superintendent of Schools; Bob Etherridge, State Superintendent of Public Instruction; and the North Carolina Senate.

As a result of the collaborations, Polk County Schools' mission has been established as "preparing students to be literate, informed, responsible, and productive members of a global society who believe learning is a lifelong process" (Polk County Schools, 1991, p. 6). It is being accomplished through the adoption of a variety of research-endorsed reforms, including participatory management; outcome-based education with an emphasis on upper-level thinking skills; interdisciplinary instruction, including integrated and thematic curricula; and comprehensive assessment (e.g., portfolios). Ongoing activities include staff development, curriculum modifications, staff training retreats, and consultations with restructuring experts. Middle school restructuring is also underway.

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Shaping School Culture

Cultural leadership is the art of fusing personal vision with an organization that needs direction. Cultural leadership in schools requires a principal with a mission and a school community that recognizes the need for change. Above all it requires a willingness to challenge some of the basic values, beliefs, and traditions that underlie the school's culture—those intangibles that give the school its "feel" and create the unspoken understanding of "how things are done around here" ("The Principal's Role in Shaping School Culture," 1990, p. 2).

As the chief architect of cultural change, the principal fulfills a role that Fullan (1991) describes as essential to the process of improvement:

> *Serious reform . . . is not implementing single innovations. It is changing the culture and structure of the school. Once that is said, it should be self-evident that the principal as head of the organization is crucial. As long as we have schools and principals, if the principal does not lead changes in the culture of the school . . . improvement will not happen. (p. 169)*

CHARACTERISTICS OF LEADERS OF CULTURAL CHANGE

Asserting that the "only thing of real importance that leaders do is to create and manage culture" Schein (1991, p. 2), maintains that leaders of cultural change must meet the following requirements:

Perception and Insight: The most successful architects of change are those who are objective about themselves and their organizations. Often these are people who have worked in other organizations and whose insight comes from contrasting their current organization's culture with other cultures. Others rely on outside consultants to serve as "cultural therapists," helping the leader to analyze the organization's culture and determine how it can be changed (p. 323).

Emotional Strength: To bring about cultural change, leaders must be willing to endure the process of acknowledging the flaws of the existing organization. The leader must also be prepared to absorb much of the anxiety that change brings with it. Because the leader is challenging fundamental assumptions of the organization, he or she will likely be the target of anger and criticism, particularly during unavoidable but seemingly interminable transitional periods between change and results.

Ability to Change Cultural Assumptions: The most successful change agents are those who are able to convince their staffs to acknowledge the problems with the organization, to lead their staffs in recognizing the need to replace or re-define cultural beliefs, and to sell them on new visions and concepts.

Involvement and Participation: Leaders involved in cultural change must be able to balance leadership and participation. Recognizing that the whole organization must believe in the proposed changes, the most successful leaders listen to others' insights and involve the group in decision making. By being genuinely participative in their approach, they are able to stimulate the motivation necessary for change to occur within the organization.

Depth of Vision: Above all, the leader's vision must be accurate, and the proposed changes must be right for the organization. Not only should the changes address significant problems, but they should also be consistent with deeply rooted cultural values. Thus, a successful leader of cultural change has insight into external factors and trends affecting the organization as well as the thoughts and feelings of the organization's members.

CULTURE -SHAPING PRINCIPALS

Ray Murdock
Principal of a Rural Elementary School

When Ray Murdock arrived at Jefferson Elementary School, he faced a tremendous challenge. Overall, Jefferson was an unpleasant place to be; the building was dilapidated, morale was low, funds were minimal, and the high proportion of transient families made sustaining parental support difficult.

Murdock wanted to make Jefferson a supportive haven for students' academic growth and self-esteem. He, therefore, gave teachers autonomy in selecting instructional strategies, then held them accountable for results. To create a cohesive faculty and an atmosphere conducive to learning, he hired teachers with similar educational values.

Murdock also created a school culture in which children felt secure and accepted, one that made them want to come to school. He organized table tennis and tether ball tournaments and met with each child in his office for special recognition on his or her birthday.

With a strengthened sense of community, the dedication of faculty, and the interest of students, Jefferson Elementary has become a center of community life.

Hank Cotton
Principal of a Suburban Secondary School

Before Hank Cotton's arrival at Cherry Creek, a wealthy suburban high school, the school had an "open campus" policy which allowed students to come and go when they had no class. Because sanctions for cutting class were not regularly enforced, attendance was below 80 percent for some classes.

On the premise that attendance is the prerequisite for performance, Cotton instituted a new attendance policy. Soon after, 235 students were suspended for infractions, and Cotton was constantly on the telephone defending the new policy to irate parents. The policy gained support, however, as it was easily explained in terms of other parental values—students have to be in class to learn.

Soon the attendance rate at Cherry Creek became among the highest in the dis-trict, not, according to Cotton, because students feared sanctions but because attendance became part of the school's mores—part of its culture.

Frances Hedges
Principal of an Inner City Elementary School

Ten different languages could be heard on the grounds of Orchard Park Elementary School, located in a poor urban community. Because many students lacked basic English proficiency, Frances Hedges spearheaded a major effort to develop a strong reading and language arts program in her school. She believed that if students could improve their reading, other academic areas would improve as well.

She went into classrooms regularly and worked with teachers, monitored student progress, and reviewed all report cards. When teachers resented the "intrusion" of the reading specialist she had hired, Hedges organized a retreat weekend at which conflicts were aired and resolved. In the process, shared values were strengthened and staff relations were improved.

With the entire school community working together, student achievement rose (Principal's Role," 1990, p. 2).

BEST COPY AVAILABLE

PRINCIPAL AS ENABLER

> *A principal must be more than a cheerleader. A principal must be a quarterback, a coach, and on occasion a blocking guard. Somebody's got to clear the path for a good teacher.*
>
> William E. Brock, Former Secretary of Labor
> and Member of the President's Advisory Committee on Education
> *NASSP Bulletin*, April 1991

When interviewing effective business leaders for their definitive work on organizational leadership, *The Leadership Challenge*, Kouzes and Posner (1988) asked each one to describe his "personal best." One executive responded that he could not describe *his* personal best "Because it wasn't me. It was *us*" (p. 133).

As with this executive, many of the business leaders Kouzes and Posner interviewed indicated that followers are what make the leader—not the other way around. Indeed, when Kouzes and Posner completed their research on over 500 successful leaders, they had failed to encounter even one example of extraordinary achievement that was accomplished single-handedly. Time after time they were told: "You can't do it alone. It's a team effort" (p. 133). What they did encounter during their research was a strong relationship between managerial effectiveness and empowerment.

Like the business leaders in Kouzes and Posner's study, effective principals are recognizing the value of empowering others. Principals of restructuring schools, in particular, are discovering that "you can't do it alone" and are viewing teacher empowerment as a way to fulfill restructuring goals. By sharing authority and responsibility and by enabling teachers to lead, these principals are finding that they multiply the organizational power of their schools.

Leading and Managing

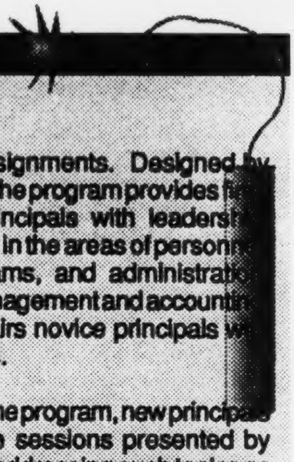
Research indicates that effective principals must be equally adept as managers and leaders. Smith and Andrews' (1989) study of instructional leadership, for example, found that strong instructional leaders spent approximately the same amount of time on program improvement (41 percent) as building management, operations, and district relations (34 percent) (p. 29).

Because leadership is measured by results, in addition to envisioning change, the principal must have the managerial skills to bring about the change. Thus, the principal must have the organizational, problem-solving, and other management skills to be able to mobilize resources and transform dreams into reality.

MANAGERIAL SKILLS OF EFFECTIVE SCHOOL LEADERS

1. **Setting priorities**
   - Concentrate on the future rather than the past.
   - Choose your own direction rather than climb on a bandwagon.
   - Focus on the opportunity rather than the problem.
   - Aim for changes that will make a difference rather than changes that are safe or easy to implement.
2. **Keeping the system functioning**
   - Give employees greater control over their jobs.
   - Make sure that employees have the tools and information they need.
   - Provide assistance when employees encounter obstacles.
3. **Setting agendas**
   - Set specific goals.
   - Establish time lines.
   - Focus organizational activities on reaching goals (American Association of School Administrators, 1988).

Dynamite Ideas:



NEW PRINCIPAL TRAINING

PRINCIPAL APPRENTICESHIP PROGRAM
South Carolina Department of Education

The Principal Apprenticeship Program assists districts in selecting and training prospective principals. Districts nominate talented prospective principals for administrative apprenticeships with outstanding experienced principals who serve as mentors. During the apprenticeship, the Quality Management Section of the Department of Education provides on-site technical assistance.

In six years, the Principal Apprenticeship Program has served over 254 aspiring principals, 87 percent of which are currently employed in administrative positions (South Carolina Department of Education, 1991).

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NEW PRINCIPALS' PROGRAM
Alabama Leadership in Educational Administration Development (LEAD) Academy

The New Principals' Program seeks to enhance the effectiveness of principals during the first two years of their assignments. Designed by practicing principals, the program provides fi and second-year principals with leadersh management training in the areas of personn students and programs, and administrati including facilities management and accounti The program also pairs novice principals w experienced mentors.

While participating in the program, new principals attend four statewide sessions presented by the LEAD Academy, addressing such topics as administrative ethics, fiscal management, instructional leadership, personnel evaluation, community relations, and student assessment. They are also provided access to professional networks for sharing ideas and resources and for building collegial relationships.

In addition to new principal training, the LEAD Academy also provides training for experienced principals in instructional leadership, including the interpretation and utilization of student test data, curriculum development, and teacher-coaching and conferencing techniques.

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When it comes to people, however, most researchers concur with the distinction between leadership and management, that is, employees respond better to the former. Kouzes and Posner (1988) clarify the critical difference between the two approaches as follows:

> *If there is a clear distinction between the process of managing and the process of leading, it is in the distinction between getting others to do and getting others to want to do. (p. 27)*

An effective principal gets teachers to "want to do," in large part by exhibiting the leadership characteristics that Bennis (1988) distinguishes from management characteristics: focusing on people rather than systems and structures and inspiring trust rather than exerting control.

Fostering Collaboration

Meaningful and lasting school improvement cannot occur without the commitment of teachers. Thus, the principal's primary goal in building school leadership teams is to garner support for change by involving teachers in decision making and empowering them to work productively.

To collaborate on decisions, teachers need access to administrators and other teachers; consequently, one of the most valuable contributions that principals make as team builders is arranging for teachers to have opportunities for collaboration and adequate time to devote to their leadership and instructional duties. While providing teachers with time poses significant scheduling, staffing, and funding challenges, it is essential to empowering teachers to fulfill their new leadership roles.

As explained by Ramona Berkey of the Institute for Research on Teaching, Michigan State University, everyone benefits when teachers are given time to collaborate:

> *When they are given release time . . . to observe, plan, and talk with one another, teachers provide significant support to their colleagues and they all grow professionally. They initiate changes and become creative in their classrooms. Teachers are energized and motivated and their feelings are contagious. Students benefit and colleagues and parents respond to these positive changes (Lewis, 1989, p. 233).*

Recognizing that unless teachers are able to emerge from the isolation of the classroom, they will not be able to fully participate in shared leadership, effective principals devise innovative solutions. For example, to give teachers opportunities to exchange ideas and to promote the collegiality desired for successful restructuring, the principal of a Chattanooga, Tennessee, high school scheduled teaching assignments so that teachers from the same disciplines had common planning time. Through these collaborative planning sessions, the teachers restructured the ninth grade into mini-schools with teachers from different disciplines teaching an activities-centered, correlated curriculum (Tewel, 1989).

Through the NEA's Mastery in Learning Project, a school-based improvement project involving 27 schools, teachers work collaboratively to redesign their programs. In the belief that "every decision about learning and instruction that can be made by a local school faculty should be made by that faculty," the project provides substitute days to enable teachers to work together (Lewis, 1989, p. 79).

Dynamite Ideas:

TEACHER RETREATS

Collaboratives for Humanities and A Teaching (CHART)

Collaboratives for Humanities and A Teaching (CHART) are partnerships betw schools and businesses, higher educat cultural agencies, and other commun groups. They are sponsored by the Rockefe Foundation to promote teachers as the age of educational reform.

Believing that a team approach to teacher renewal overcomes isolation and builds networks that can sustain teachers and improve teaching, CHART has sponsored numerous retreats and workshops to encourage interdisciplinary teaching. Lasting from several days to several weeks, these retreats have enabled teachers to collaborate on instructional plans and have put teachers in contact with people from the business community, higher education, and cultural institutions (Lewis, 1989).

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One of the most valuable contributions that principals make as team builders is arranging for teachers to have opportunities for collaboration.

Trust Building

Trust is the foundation of successful teamwork. Therefore, a critical part of empowering school staff members to lead is fostering trust among them.

Because they have worked in isolation for so long, teachers often distrust the intervention of others, including, as resistance to peer review has indicated, other teachers (Lewis, 1989; Lieberman, 1988). In building colleagueship among teachers, an enabling principal is sensitive to potentially threatening situations and avoids pitting teacher against teacher. For example, to avoid elitism, the principal resists the temptation to repeatedly call on the same select group of "tried and true" teachers to perform leadership duties. In addition, when peer review programs are established, the principal selects—or encourages the selection of—teachers who will be supportive rather than judgmental as peer coaches.

Providing Support

To be effective school leaders, teachers must have the knowledge to make informed decisions. To empower them to become more knowledgeable, effective principals provide teachers with access to relevant information as well as opportunities to share knowledge. The following examples illustrate a variety of ways in which principals can support teachers' efforts to become more competent decision makers:

- sharing relevant information (journals, research, etc.)
- providing professional development training, including staff-conducted training
- scheduling release time for decision making and other collaborative activities
- providing substitutes to enable teachers to attend workshops, seminars, and conferences
- encouraging enrollment in college courses and advanced degree programs as well as independent study
- arranging class schedules to permit teacher collaborations (e.g., interdisciplinary teams)
- arranging retreats
- encouraging staff members to share information and ideas routinely, exchange resources, and work interdependently

Often the role of the empowering principal is simply to "clear the path." Many of the exceptional teachers recognized by the national Thanks To Teachers competition sponsored by Apple Computer, Inc., attribute their success to the opportunity to work with supportive, empowering principals who "clear away the underbrush of regulations in order to let teachers find their way through difficult terrain" and realize their full potential (Maeroff, 1991, p. 5).

Just having the opportunity to participate in decision making can be enough to inspire teachers to adopt the leadership practices of professionals in other fields, such as consulting with each other to solve problems and committing themselves to professional growth. To illustrate, Patrick O'Rourke, president of the Teachers Federation and a major force behind Hammond, Illinois', adoption of school-site management, describes the effects of their new decision-making roles on the teachers:

> *Teachers are clamoring for more information, for current state-of-the-art research on every aspect of curriculum, of school organization, of teaching practice. They want the latest journals; they want workshops; they want to know what other school districts have tried, and what has worked and what hasn't. (p. 14-15)*

Often the role of the empowering principal is simply to "clear the path."

PRINCIPAL AS ROLE MODEL

Leaders walk their talk. In true leaders, there is no gap between the theories they espouse and the life they practice.

Warren Bennis
On Becoming a Leader, 1989

Research on effective leaders is clear: they practice what they preach. Berman and McLaughlin's (1977) study of innovation in 300 school districts, for example, found that principals' actions (as opposed to their words) indicated whether a change was to be taken seriously or not. In addition, they found that "projects having the *active* support of the principal were most likely to fare well" (p. 124). Case studies conducted by Hall, Hord, and Griffin (1980) also reveal positive correlations between principals' actions and the implementation of innovations.

Describing the profound importance of a leader's role as a credible model, Kouzes and Posner (1988) observe:

> *Above all else, we must believe in our leaders. We must believe that their word can be trusted, that they will do what they say, that they have the knowledge and skill to lead, and that they are personally excited and enthusiastic about the direction in which we are headed.* (p. 22)

Emulating Characteristics of Effective Leaders

In three nationwide studies of leadership characteristics, including surveys of 1,500 managers, 800 federal administrators, and 2,600 corporate executives, Kouzes and Posner (1988) found that the four most important characteristics of superior leaders were consistently ranked as follows:

1 Honesty
2 Competence
3 Vision
4 Inspiration

Research on effective principals has produced similar findings. Blase's (1987) study of teachers' perspectives on school leadership, for example, also associated honesty, competence, vision, and inspiration with effective school principals.

Honesty

In each of Kouzes & Posner's (1988) surveys on leadership qualities, honesty was selected more often that any other quality as a characteristic of superior leadership. According to interviews with respondents, leaders are considered trustworthy when they do what they say they will do, are consistent (i.e., they practice what they preach), have confidence in their own beliefs, and will take stands on important issues. Similarly, the teachers in Blase's (1987) study characterized trustworthy principals as those who

- consistently follow established policies, regulations, etc., particularly in enforcing rules related to student discipline;
- make decisions based on sound educational practice rather than political pressure;
- are fair in allocating resources, assigning duties, distributing rewards and punishments, handling interpersonal conflicts, etc.;
- are decisive; and
- "back up" teachers when conflicts arise with students or parents.

Competence

Competence was the second most important characteristic of superior leadership identified by Kouzes and Posner's (1988) studies. According to the managers surveyed, to enlist in a cause, followers must believe that the leader knows what he or she is doing. To be perceived as competent, a leader must be knowledgeable about the organization's operation—although not necessarily at the nuts and bolts level; if he or she lacks specialized knowledge, an effective leader relies on others in the organization for technical expertise. A leader's competence is also judged by his or her expertise in leadership skills themselves (ability to challenge, inspire, enable, model, and encourage) as well as his or her win-loss track record. The teachers in Blase's (1987) study characterized the most competent principals as

- being knowledgeable about curriculum and research-endorsed practices,
- demonstrating awareness of teachers' problems and students' needs,
- willing to delegate authority, and
- fostering commitment, communication, and cohesiveness.

Vision

Over half the respondents in Kouzes and Posner's (1988) study of leadership characteristics indicated that effective leaders are forward-looking. They have a well-defined sense of direction and confidence in the future of the organization. Blase's (1987) study also identified similar qualities in effective principals. The teachers in the study characterized forward-looking principals as those who

- set high goals,
- invite teacher involvement in setting and attaining goals,
- have clear and reasonable expectations, and
- facilitate goal attainment (by establishing and participating in goal-attainment processes, being accessible, applying problem-solving strategies, providing resources and support, praising achievement, etc.).

Inspiration

The ability to inspire was ranked fourth in Kouzes and Posner's (1988) study of effective leadership characteristics. According to the responders' comments, followers want leaders who are enthusiastic, energetic, and positive about the future. They also expect a leader to be "a bit of a cheerleader" (p. 21). Inspiration was also identified by the teachers in Blase's (1987) study as associated with effective school leadership. According to the teachers, they are most inspired by principals who

- are goal-oriented, clarify goals, and collaborate with teachers in achieving goals;
- praise and reward accomplishments;
- recognize achievement by assigning (meaningful) responsibility;
- support teachers' professional development;
- are proactive in providing resources;
- interact with teachers and students (drop by classrooms, attend co-curricular events, etc.); and
- are hard-working, friendly, compassionate, open-minded, and optimistic.

Summarizing their research findings, Kouzes and Posner (1988) observe that the top rankings of honesty, competence, vision, and inspiration reveal that more than anything followers want leaders who are credible. Blase draws similar conclusions in his (1987) study of effective principals, adding that "dramatic changes in the sociocultural context of schools can be expected as a result of changes in leadership" (p. 607).

Communicating Values

As the head of a school, the principal is its most visible role model. He or she, therefore, has both the opportunity and the responsibility to model the cultural values of the school and to set the standard by which staff and students measure their own choices and behaviors. Recognizing that what they do is far more communicative than what they say, effective leaders are careful to model the same values that they espouse.

According to Kouzes and Posner (1988), leaders communicate their values to others in four ways:

1 **How they spend their time:** Effective principals give more than lip service to the school's goals and values. They devote time to attaining goals and assisting others in attaining goals. The most effective principals are adept at managing and delegating routine administrative tasks so that they can devote adequate time to more vital responsibilities such as instructional leadership.

2 **What questions they ask:** Questions, particularly first questions, focus employee attention on particular issues. By regularly asking questions about innovations, for example, principals communicate their importance. Questions such as "Have you tried the grade-keeping software yet?" also give employees direction by indicating the relative importance of the subject. Effective principals also ask specific questions. While "How's it going?" is inevitably answered with "Fine," "What do you think of the grammar textbook?" will elicit information. The specificity of the question also communicates the principal's knowledge of and interest in teachers' activities.

3 **How they react to critical incidents:** Effective leaders adhere to organizational values even in times of stress, budget cuts, or other challenges.

4 **What they reward:** The rewards that people receive—or do not receive—are the most tangible evidence of what an organization truly values. Effective principals, therefore, are particularly careful of what they reward. For example, if innovation is encouraged, risk takers, including those who fail, receive rewards.

Demonstrating Trust

In their study of leadership practices, Kouzes and Posner (1988) found that the most important leadership behavior was the leader's display of trust in others. As explained by one chief executive officer, "Trust is a risk game. The leader must ante up first" (Kouzes & Posner, 1988, p. 19). To establish a reputation for trustworthiness, a leader must first trust others.

Trust is even more critical during periods of innovation. Because of the uncertainties associated with new directions and new responsibilities, the members of changing organizations, such as schools in the process of restructuring, must be able to rely on each other if they are to attempt the risks required of genuine innovation.

A good way for principals of restructuring schools to begin building trust between themselves and teachers is by expressing confidence in the teachers' abilities to assume leadership responsibilities. To reinforce expressions of confidence, principals truly *entrust* their decision-making teams with their responsibilities. While they monitor progress, principals avoid giving the impression that they are "looking over team members' shoulders." Similarly, the principal offers help as necessary, but does not undermine the decision-making process by taking over the decision making. Principals also avoid making unilateral decisions about matters that should be addressed by decision-making teams.

Paramount in building trust between the principal and the staff is the principal's reaction to failure. It is crucial that the staff know they can count on the principal when things go wrong. Therefore, rather than being punitive when staff members fail, an effective principal is supportive by helping them assess the problem and find solutions. The principal's reaction to success is equally important. The most effective leaders are generous with praise and vigilant in ensuring that staff members get the recognition they have earned.

Trust is a risk game. The leader must ante up first.

Not only does the principal's conduct set the exampe for the staff but, as Barth (1990) observes, it also establishes the environment for the entire school:

> *If the teacher-principal relationship can be characterized as helfpul, supportive, trusting . . . so too will others. To the extent that teacher-principal interactions are suspicious, guarded, distant, adversarial, acrimonious, or judgmental, we are likely to see these traits pervade the school. The relationship between teacher and principal seems to have an extraordinary amplifying effect. It models what all relationships will be. (p. 19)*

Providing Instructional Leadership

In their study of principal-teacher interactions in relation to innovation, Hall and Hord (1987) identified three distinct styles of instructional leadership: responding, managing, and initiating. As depicted in the chart below, the styles range from "hands off" (responder) to "hands on" (initiator), with effectiveness increasing accordingly. Schools with initiator-styled principles were the most successful in implementing innovations, followed by manager-led schools.

According to Hall and Hord (1987) initiator principals spent twice as much time as the other two styles in consulting with teachers regarding innovations. They also gave more direction to teachers, stimulated more actions by teachers, and focused more on students and learning.

Other studies with similar findings regarding the principal's critical role as instructional leader report greater gains in reading and mathematics achievement in schools with strong instructional leaders (Smith and Andrews, 1989); facilitating teams led by principals as the most successful change agents (Hall, 1988); and purposeful leadership as key to academic and nonacademic success (Mortimore, et al., 1988).

INSTRUCTIONAL LEADERSHIP STYLES*

Responder	Manager	Initiator
Gives the district coordinator the "run" of the school in helping teachers implement new curricula.	Arranges for training in new curricula by the district coordinator.	Participates in staff development training.
Attends to teacher requests for resources.	Makes sure that all aspects of the curriculum are in place.	Gets teachers everything they need in terms of resources as well as policy changes necessary for effective implementation.
Tells teachers to let him/her know if they need anything.	Discusses plans for meeting teachers' needs and solving problems during weekly meetings with other administrators.	Collaborates with teachers in assessing needs and solving problems.
Attends the first inservice with teachers then leaves implementation to their discretion.	Monitors progress by reviewing lesson plans and conducting conferences when necessary.	Visits classroom regularly to ensure that teachers are infusing lessons with excitement and stimulation; "gets after" those who are not.

*Adapted from *Change in Schools: Facilitating the Process* by G. E. Hall and S. Hord, 1987, p. 215-216.

Mortimore, et al. (1988) and Teddlie, Kirby, and Springfield (1989) observed the following behaviors of strong instructional leaders:

- Visit classrooms regularly (occasionally teaching classes)
- Are knowledgeable about innovations throughout the school
- Keep teachers up-to-date on new and creative ideas
- Participate in the development of curriculum guidelines, program planning, and policy decisions
- Influence (but do not control) curricular decisions
- Work directly with individual teachers to improve teaching strategies
- Monitor pupils' progress
- Influence teacher choices of inservice training

Regarding instructional leadership roles, several of the schools recognized in the U.S. Department of Education's Secondary School Recognition Program characterize their principal as someone who

- is a teacher, not necessarily in the classroom but by example and by direction provided to the students and teaching staff.
- has never stopped being a learner.
- views classroom visits as an important part of his or her instructional leadership role.
- presents demonstration lessons for the benefit of new teachers.
- manifests contagious enthusiasm for learning and professional development.
- demonstrates intense interest in instruction research.
- welcomes new ideas (Heller, 1989).

Dynamite Ideas:

LEADER 1 2 3
South Carolina Department of Education

The Leader 1 2 3 program is designed enhance administrators' knowledge application of an array of instructio leadership behaviors. Appropriate administrators at all levels, the progr includes formal instruction, independent stu guided practice, self-assessment, a observer evaluation.

Since its introduction in 1989, administrators from 33 school districts and five colleges have completed Leader 1 2 3 training, giving the program very high ratings (South Carolina Department of Education, 1991).

Contact: Michael Cox, Department of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201 (803)734-8555

PRINCIPAL AS MOTIVATOR

For years now, studies have been pointing to the pivotal role of the principal in bringing about more effective schools. Our own field studies bear out these findings. In schools where achievement was high and where there was a clear sense of community, we found, invariably, that the principal made the difference.

E. L. Boyer
High School: A Report on Secondary Education in America, 1983

While motivating employees is not, strictly speaking, a new role for principals, it is a particularly vital one for principals in restructuring schools. Because faculty members are assuming new leadership and decision-making responsibilities, they are taking more risks than they have previously taken and are, therefore, more in need of the principal's direction, encouragement, and support. Because restructuring schools also offer teachers more opportunities for achievement, they offer principals more opportunities for recognizing achievement as well.

In addition to giving them additional responsibilities, effective principals communicate their regard for teachers by creating school environments in which teachers can thrive, recognizing the value of their work, and rewarding their accomplishments.

Building Morale

To support teachers in their new roles, principals can improve the teachers' status and, thereby, their morale by creating school environments in which teaching is valued and teachers are respected as professionals.

Maeroff (1989) suggests that teachers' traditional lack of status may be attributable to the conditions under which they have worked:

> *Think about how difficult it is for a teacher to leave the building to attend a pertinent lecture during the school day. Think about the rushed lunches in horrendous lounges that some teachers must endure. Think about the lack of secretaries and file and desk space and the need to beg to use the copy machine. Think about trying to consider oneself a professional and then being asked to spend part of the day guarding the toilets, walking patrol in a parking lot, or disciplining kids who throw food in the cafeteria. (p. 473)*

One characteristic consistently evident among the nation's most exemplary schools is the high regard they accord their teachers (Corcoran & Wilson, 1991; Heller, 1989). Contrasting the schools chosen by the U. S. Department of Education's School Recognition program with other schools, Heller (1989) observes:

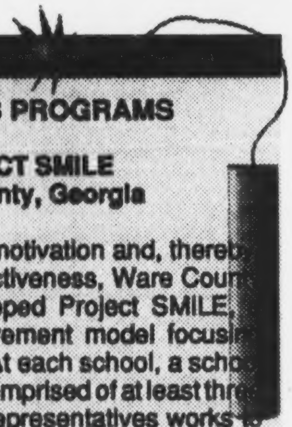
> *The concept that human beings thrive when they feel valued is an easy one to understand, but this does not mean that all schools are uniformly guided by it. The administrators of the recognition schools, however, pay close attention to the climate in their buildings and communicate a sense of worth to their teachers . . . They also communicate to students, parents, and the community at large the knowledge that their schools are staffed by the best kinds of teachers. (p. 156)*

Principals can also improve morale by improving the physical environment in which teachers work. Freshly painted classrooms, new curtains in the teachers' lounge, and well-kept grounds contribute to a pleasant working environment. "Little extras" can also be morale boosters. Among the "perks" cited by teachers recognized in Apple Computer's Thanks to Teachers competition were assigned parking places and out-of-classroom storage for books and personal items (Maeroff, 1991).

To build morale, many of the exemplary schools recognized in the U.S. Department of Education's School Recognition Program also create pleasant social environments for teachers by hosting breakfasts and lunches, establishing "secret pal" clubs, and sponsoring other social activities for teachers (Heller, 1989).

> ***Not only does recognition improve morale, but it also motivates employees to reach their highest level of performance.***

Dynamite Ideas:



WELLNESS PROGRAMS

PROJECT SMILE
Ware County, Georgia

To improve teacher motivation and, thereb productivity and effectiveness, Ware Coun schools have developed Project SMILE, school-based improvement model focusi on teacher morale. At each school, a scho improvement team comprised of at least thre teachers and other representatives works to remedy conditions that undermine student and teacher morale and sabotage improvement efforts.

Among the strategies used to increase teacher satisfaction are increasing teacher input in school governance and decision making, increasing teachers' knowledge base and professional development, and reducing teacher isolation (Georgia Department of Education, 1991).

Contact: Ware County Schools, P.O. Box 1789, 215 Oak Street, Waycross, GA 31502 (912) 283-8656

PEP WELLNESS PROGRAM
Crawford County, Georgia

To enhance staff morale and enthusiasm, the Crawford County school system offers the PEP Program, a comprehensive wellness program addressing both personal and professional health. Available to teachers and other certified personnel, the PEP Program is designed to increase job satisfaction.

With the wellness concept beginning with personal fitness, the program offers a variety of physical fitness activities, such as exercise, weight loss, and nutrition programs. To address emotional fitness, it offers retreats and motivational seminars where participants enhance their coping, communication, and conflict resolution skills (Georgia Department of Education, 1991).

Contact: Program Development Division, Office of Instructional Services, Georgia Department of Education, 1766 Twin Towers East, Atlanta, GA 30334-5040 (404)656-4059

Encouraging Professionalism

In their widely acclaimed book on America's best-run businesses, *In Search of Excellence*, Peters and Waterman (1982) offer the following fundamental lesson from successful companies on increasing employee productivity:

> *Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect. (p. 238)*

Lieberman (1988) notes that many principals are enhancing teacher professionalism by abandoning the hierarchical and paternal relationships that have traditionally existed between them and their staffs. Instead, through decision-making teams, lead teacher assignments, mentor programs, and other types of shared leadership, they are forming partnerships in which teachers are viewed as colleagues rather than subordinates.

In addition to improving morale, their improved status promotes the level of professionalism that teachers must bring to their new leadership responsibilities and gives them the opportunity to earn the kind of professional recognition that has previously been unattainable by classroom teachers (Carnegie Task Force on Teaching as a Profession, 1986).

Recognizing Achievement

Not only does recognition improve morale, but it also motivates employees to reach their highest level of performance (Lewis, 1989). Conger's (1989) study of the empowering behaviors of eight executive officers of *Fortune* 500 companies and successful entrepreneurial firms revealed that the executives spent a significant amount of time expressing their confidence in subordinates' abilities "in speeches, in meetings, and casually in office hallways" (p. 19). They also formally acknowledged the achievements of their staffs with praise, personal letters, lunches, highly visible rewards and incentives, and public recognition.

Dynamite Ideas:

ENCOURAGING PROFESSIONALISM
Ideas from Award-Winning Schools

To encourage teachers to take advantage of the programs and services offered by professional associations, Mars Hill Bible School, Florence, Alabama, pays one professional membership fee for each faculty member.

The Teacher Incentive Program at Crest Senior High School, Shelby, North Carolina, offers grants to teachers for innovative programs.

At Petersburg High School, Petersburg, Arkansas, teachers are encouraged to post their diplomas in their classrooms.

Loyola High School of Baltimore, Inc., Towson, Maryland, offers a sabbatical program to encourage valued teachers to hone their skills.

Northern Highlands Regional High School, Allendale, New Jersey, reimburses tuition costs for teachers who continue their professional studies.

Teachers at Menlo-Atherton High School, Atherton, California, attend workshops and conferences, courtesy of the principal's fund, which contains monies raised by parents for teachers' professional development.

To help teachers remain current on educational research and trends, Mahomet-Seymore High School, Mahomet, Illinois, pays for a subscription to professional literature for each staff member (Heller, 1989).

To promote participation in Saturday workshops on energy conservation, the Florida Middle School Energy Education Project provides each teacher with a stipend and a kit containing laboratory supplies.

Dynamite Ideas:

SIMPLE ACTS OF ENCOURAGEMENT

Ideas from Successful Businesses

A computer consultant with the Tom Pe Group passes out stickers, T-shirts, butto and other awards to acknowled achievement.

To celebrate company milestones, a pl manager with the Raychem Corporation do a clown costume and gives out balloons to employees.

Old Stone Bank in High Point, North Carolina, presents roses to exemplary customer service personnel, new employees on their first day of work—and disgruntled customers.

Top management of Mervyn's send note cards that have "I heard something good about you" printed at the top (Kouzes & Posner, 1988).

A Fortune 500 company executive has established an "I Make A Difference Club" to reward exceptional performance. Each year he selects two or three staff members for recognition and invites them to a "staff" dinner. After the evening's speeches, the inductees are informed that they have been selected for membership in the very exclusive club (Conger, 1989).

Ideas from Award-Winning Schools

The principal of the Newburgh Free Academy, Newburgh, New York, presents teachers with a Styrofoam apple with a thank-you card attached which states "You're a good apple" and includes a personal note of commendation.

The superintendent of Parkway South High School's district, Manchester, Missouri, presents "Whale" awards to faculty who are doing a "whale of a good job."

The principal of Torrey Pines High School, Leucadia, California, "mugs" teachers by presenting them with a school mug in front of their classes.

The administration of Sycamore Junior High School, Cincinnati, Ohio, rewards extra effort by taking over a teacher's duty (Heller, 1989).

Honors and Awards

In their reports on the schools recognized as exemplary by the U.S. Department of Education's 1986 School Recognition program, Heller (1989) and Wilson and Corcoran (1991) cite teacher reward structures among the eight most common characteristics of excellent schools. Varying from Teacher of the Year Programs to honorary titles, these awards provide teachers with fortifying acknowledgments of a job well done.

Dynamite Ideas:

TEACHER HONORS AND AWARDS
Ideas from Award-Winning Schools

Villa Angela Academy, Cleveland, Ohi recognizes an outstanding teacher in th "Feature a Teacher" column of the scho newsletter, which is mailed to 6,000 paren alumnae, and benefactors.

Students of White Plains High School, Wh Plains, New York, dedicate the yearbook to teacher.

Mount Vernon High School, Mount Vernon, New York, displays a bronze honor roll recognizing faculty who have served the district 25 or more years.

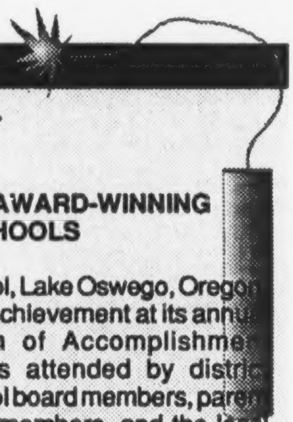
The Teacher of the Year at Haverford Senior High School, Havertown, Pennsylvania, is awarded a plaque of commendation.

Saint Bernard-Elmwood Place High School, Saint Bernard, Ohio, awards Distinguished Service Award plaques to outstanding teachers (Heller, 1989).

Florida's statewide Teacher of the Year is given a year's sabbatical to serve as an "Ambassador for Education" to promote teaching and teachers throughout the state.

Public celebrations of achievement are often the most motivating forms of recognition. In addition to acknowledging the honoree's accomplishment, they glorify organizational values, bond people together, and reinforce commitment.

Dynamite Ideas:



CELEBRATIONS OF ACHIEVEMENT

TEACHER APPRECIATION WEEK
Myers Park High School
Charlotte, North Carolina

The Parent-Teacher-Student Association (PTSA) of nationally recognized Myers Park High School demonstrates support of teachers with its annual sponsorship of Teacher Appreciation Week. To keep teachers in suspense, the festivities vary from year to year, but last year's offerings are typical of the PTSA's tokens of appreciation:

Mon.:	Apples delivered to every teacher
Tues.:	A continental breakfast served before school
Wed.:	Baskets of fruit and pastries distributed to the teachers' lounges
Thurs.:	An invitation to "build your own sundae" in the cafeteria
Fri.:	Door prizes, such as framed prints, awarded at a staff meeting

As successful as Teacher Appreciation Week is in conveying their appreciation of teachers, the PTSA does not stop there. Beginning with the Faculty Honor Luncheon at the start of the school year, the PTSA demonstrates its support of teachers throughout the year (Heller, 1989).

Contact: Ms. Linda Morris, Assistant Principal, Myers Park High School, 2400 Colony Road, Charlotte, NC 28209 (704)343-5800

IDEAS FROM AWARD-WINNING SCHOOLS

Lakeridge High School, Lake Oswego, Oregon recognizes teacher achievement at its annual spring Celebration of Accomplishment ceremony, which is attended by district administrators, school board members, parent advisory committee members, and the local press.

A Teacher Recognition Banquet is hosted for the teachers of Proctor Hug High School, Reno, Nevada, by Harrah's of Reno, the school's business partner.

Bradly Central High School, Cleveland, Tennessee, honors deserving teachers with an Opening-of-School Breakfast and an End-of-Year Luncheon.

At Teacher Recognition Day at the Academy of Mount St. Ursula, Bronx, New York, the student body thanks and honors teachers and other staff members for their efforts.

The top three teachers selected by the students of Franklin High School, Franklin, Wisconsin, are honored with a Teacher Appreciation Breakfast, sponsored by the student council.

At the annual all-school Honors/Awards ceremony conducted at South Kingstown High School, Wakefield, Rhode Island, teacher as well as student achievement is recognized (Heller, 1989).

BEST COPY AVAILABLE

RESOURCES

The Business Roundtable

Representing 200 corporations throughout the nation, the Business Roundtable examines issues, such as education, of critical interest to business. Among its publications is *The Business Roundtable Participation Guide: A Primer for Business on Education*, which presents a thorough analysis of current education issues and trends, specific strategies for improving the education system, and ways in which business can contribute to the process. Contact: The Business Roundtable Education Initiative, The Business Roundtable, 200 Park Avenue, Suite 2222, New York, NW 10166 (212)682-6370

Educational Leadership, February 1992, Vol. 49

This issue is devoted entirely to the nature of school leadership, with many of the articles contrasting instructional leadership with transformational leadership.

Florida Principals' Yellow Pages, Florida Department of Education

Compiled from contributions by principals and their staffs, the *Florida Principals' Yellow Pages* serves as a clearinghouse on hundreds of programs and activities offered by schools throughout Florida. The programs are arranged into thirty-six chapters, ranging from "Dropout Prevention" to "School-Based Management." Each program summary identifies the school and district, includes a brief description of the program, and lists the name and telephone number of a staff member to contact for additional information. Contact: Resident Principal, Office of Policy, Research, and Accountability, Florida Department of Education, 325 W. Gaines Street, Suite 544, Tallahassee, FL 32399-0400 (904)488-1611

In Search of Excellence: Lessons from America's Best-Run Companies, Thomas J. Peters and Robert H. Waterman, Jr., 1982

Based on a study of 43 of America's most successful companies, this widely-acclaimed book identifies eight basic principles of effective management. Ranging from being customer-oriented to applying "loose-tight" management, each principle is illustrated with relevant examples from business and industry. Contact: Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022

Laughter Works

This quarterly newsletter is devoted primarily to promoting humor in the work place. Among its features are articles on the therapeutic powers of humor, the relationship between humor and positive thinking, and descriptions of how businesses and other organizations use humor to improve employee morale, productivity, etc. Of particular interest to principals is the regular column "Ways to Lighten-up the Work Load," which contains creative suggestions for spicing up the work place, ranging from off-beat memos to creative employee rewards. A year's subscription is $15.00. Contact: Laughter Works, 222 Selby Ranch Road, Suite 4, Sacramento, CA 95864 (916)484-7988

Lead, Follow, or Get Out of the Way: Invaluable Insights Into Leadership Style, James L. Lundy, 1990

Written with vitality and humor, this book provides a common-sense look at leadership styles. Chapter VI, "Associates Can Get Hooked on Results Through Participation," and Chapter VII, "You Can Adopt—and Enjoy—A Participative Leadership Style," would be of particular interest to administrators who are implementing shared decision making. Contact: Avant Books, Shawson Communications, Inc., 165 Vallecitos de Oro, San Marcos, CA 92069-1436

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations, James M. Kouzes and Barry Z. Posner, 1991

This very readable book shows that leadership is not the purview of the charismatic few but a learnable set of behaviors that virtually anyone can master. The authors illustrate their points with myriad anecdotes taken from interviews with over 500 middle- and senior-level managers. Contact: Jossey Bass-Publishers, 350 Sansome Street, San Francisco, CA 94104

Leadership in Educational Administration Development (LEAD) Program

Designed to improve the leadership skills of school administrators, the Leadership in Educational Administration Development (LEAD) Program operates leadership training centers in each of the fifty states and the District of Columbia. Each center conducts research and provides technical assistance, consulting services, and information related to school and leadership improvement. Contact: Adria White, LEAD Program Associate, Office of Educational Research and Improvement/ PIP/END, Room 500M, 555 New Jersey Avenue, NW, Washington, DC 20208 (202)219-2181

Lessons from the Business Literature, Jesse Stoner, 1991

Fourth in a series of publications on building effective leadership, this training module draws on leadership lessons from successful businesses. It addresses (1) leading rather than managing, (2) identifying and developing characteristics of exceptional leaders, (3) exploring how concepts of outstanding organizations relate to schools, (4) focusing on customer satisfaction, (5) creating a vision for schools, and (6) realizing that vision. ($10.00 plus $2.50 shipping and handling) Contact: The Regional Laboratory for Educational Improvement of the Northeast and Islands, 300 Brickstone Square, Suite 900, Andover, MA 01810 (cite order no. RL-9705-02-1091-SE, 39 pages)

Run, School, Run, Roland S. Barth, 1980

Based on Barth's experience as an elementary school principal, this book proposes solutions to educational problems that effectively combine theory and practical application. The chapters on staff development and principal effectiveness are of particular interest to principals. Contact: Harvard University Press, Harvard University, Cambridge, MA 02138

"Strategic Planner: One of the Changing Leadership Roles of the Principal," Jerry J. Herman, 1989, *Clearing House*, Vol. 63

Dr. Herman presents a concise look at the planning responsibilities of principals in the 1990s. In addition to discussing issues such as the involvement of staff and the community in plans, the article presents a strategic planning checklist and a sample "Action Plan Format" for keeping records of tasks, time lines, resources, etc.

"The Supervisor's Challenge: Changing the Teachers' Work Environment," Carl D. Glickman, 1985, *Educational Leadership*, Vol. 42

Asserting that instruction improves when teachers are brought together to work on common instructional concerns, Glickman recommends that principals provide more opportunities for teachers to make choices, discuss their work, observe each other, and help beginning teachers.

What Followers Expect from Leaders: How to Meet People's Expectations and Build Credibility, James M. Kouzes and Barry Z. Posner, 1988

Developed by the authors of *The Leadership Challenge*, this audio program features successful managers discussing their experiences as leaders and offering practical advice on issues such as establishing and maintaining credibility. In addition, the tapes ask questions of the listener to help him or her clarify goals, evaluate leadership strengths and weaknesses, and examine other leadership issues. The two-cassette audio package costs $19.95. Contact: Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104

Chapter 3

DEVELOPING A SCHOOL LEADERSHIP TEAM

Conditions Necessary for Shared Leadership

- Staff Development
- Access to Resources
- Adequate Time

Distribution of Decision-Making Responsibilities

- District Responsibilities
- School Responsibilities
- Student Contributions
- Parent and Community Contributions

Guidelines for Implementing Shared Leadership

- Readiness
- Experimentation
- Refinement
- Institutionalization

Resources

DEVELOPING A SCHOOL LEADERSHIP TEAM

I envision a school as a community of leaders, a place whose very mission is to insure that students, parents, teachers, and principals all become school leaders in some ways and at some times.

Roland S. Barth
Phi Delta Kappan, May 1988

With the complexities of running today's schools combined with the added challenges of accountability, leadership responsibilities are increasingly being shared among principals and teachers. With teachers as partners in the decision-making process, principals are able to concentrate on other important issues and spend more time "doing the right things rather than just doing things right" (AASA, 1988, p. 31).

Recent research on school improvement identifies shared decision making as a critical component. For example, Bancroft and Lezotte's (1982) review of school effectiveness studies conducted in 35 states found that school leadership teams made up of teachers, administrators, and parents helped accelerate school improvement. Both teachers and administrators benefit from shared leadership with more positive attitudes (Beers, 1984), increased commitment (Dillon-Peterson, 1986), a more professional school environment (Apelman, 1986), and greater job satisfaction (Ashton & Webb, 1986). Most importantly, shared decision making benefits students by yielding an education that is more likely to meet their needs and more responsive to conditions that should be changed (AASA, 1988).

Accordingly, support for shared decision making is widespread among educators. In 1986 the National Education Association (NEA) and National Association of Secondary School Principals (NASSP) collaborated on *Ventures in Good Schooling*, which endorses, among other things, shared decision making between principal and teachers. Among its recommendations are that teachers participate in designing the school budget, evaluating principals' performance, making staffing decisions, and developing school-wide improvement plans (Barth, 1988). Arthur Wise, director of RAND Corporation's Center for the Study of the Teaching Profession, has suggested that alleviating the over-regulation of education of the 1980s can be accomplished in part through shared decision making between administrators and teachers (Lewis, 1989).

Support for decentralized decision making is also strong among policymakers. In a recent interview appearing in the *NASSP Bulletin* (April 1991) regarding his membership on the President's Advisory Committee on Education, former Secretary of Labor William E. Brock asserts:

> *If you want to unleash American education at its best, give principals and teachers the authority to run their schools, their classes. Miracles will happen. (p. 55)*

Chapter three presents the process of forming and sustaining school leadership teams. It begins by examining the CONDITIONS NECESSARY FOR SHARED LEADERSHIP: staff development, access to resources, and adequate time. The second section addresses the DISTRIBUTION OF DECISION-MAKING RESPONSIBILITIES among the district and school as well as students, parents, and community. The balance of the chapter presents phases for IMPLEMENTING SHARED LEADERSHIP, including readiness, experimentation, refinement, and institutionalization.

"Dynamite Ideas" are included in each section, and an annotated list of resources is presented at the end of the chapter.

CONDITIONS NECESSARY FOR SHARED LEADERSHIP

Districts in the vanguard of restructuring are creating new organizational models for school policymakers as they experiment with balancing central control and school autonomy. They recognize that structural change will not occur in their schools without leadership, nurturing, and resources from district leaders. Nor will change dictated from the top effectively restructure schools unless schools are full partners in creating new teaching and learning environments.

Jane L. David, "Restructuring In Progress"
Restructuring Schools, 1991

Cohen (1991) identifies the major goals of school-based restructuring teams as teaching higher-order thinking skills, reorganizing instruction to provide a variety of learning opportunities, and measuring student achievement by outcomes. According to Tewel (1989) accomplishing these restructuring goals will require shared leadership, unprecedented tolerance for diversity, and support for restructuring efforts from the entire school community. Hill and Bonan (1991) add that the primary commitment must come from school boards and superintendents. Their study of school systems that have instituted site-based management indicates that by imposing less central control over schools, school boards and superintendents enable schools to take bold initiatives and become more responsible for student achievement. Participation and support must also come from students, parents, business, the community, state departments of education, colleges of education, and teacher organizations.

Most importantly, school leadership teams must be provided with the training they need to fulfill their new responsibilities, the access to the resources and information to make competent decisions, and the time to plan and implement restructuring initiatives (Tewel, 1989).

Staff Development

Staff development training is critical for shared leadership to work. All of the major reports on education reform within the last decade (see, for example, Carnegie Task Force on Teaching as a Profession, 1986) have addressed the need for improved principal and teacher education, and all authorities on restructuring (Lewis, 1989; Barth, 1990; Schlechty, 1990 and others) include staff development as an essential component of school improvement.

Dynamite Ideas:

CENTER FOR THE ADVANCEMENT OF TEACHING AND SCHOOL LEADERSHIP
Winthrop College
Rock Hill, South Carolina

Established in 1990 as part of South Carolina's 1989 Target 2000 legislation to support public school change and innovation, the Center for the Advancement of Teaching and School Leadership is the first state-supported center of its kind in the nation. A collaborative effort among higher education, public schools, and businesses, the Center also works very closely with national and regional organizations involved in school change, such as the National Governor's Association, the Education Commission of the States, the National Alliance of Business, and the National Center on Education and the Economy. A Business/Education Advisory Council identifies successful management practices, and the Technology Council keeps the Center abreast of the latest developments in computers, telecommunications, and other technology. In addition, nationally recognized scholars and practitioners provide "cutting-edge" training to public school teams and college faculty who, in turn, serve as advisors, facilitators, and resource brokers for other schools.

The Center also publishes *Innovations*, a quarterly newsletter featuring information on the Center's activities, up-coming conferences and workshops, recommended resources for restructuring schools, and restructuring projects undertaken by individual schools (*Innovations*, 1990).

Contact: Dr. Barbara L. Gottesman, Director, Center for the Advancement of Teaching and School Leadership, 311 Breazeale, Winthrop College, Rock Hill, SC 29733 (803)323-4772, Toll Free (800)768-2875 (South Carolina only), FAX (803)323-2494

Skills and Knowledge

Tewel (1989), Hansen (1991), and Mojkowski (1991) recommend that staff development for restructuring schools address the following group skills:

Group Process Skills:

- Effective communication
- Problem solving/Conflict resolution
- Team building/Shared decision making
- Leadership development
- Action planning
- Meeting strategies

Group Management Skills:

- Budget analysis and management
- Needs assessment techniques
- Data-based decision making
- Situational leadership
- Interaction management
- Quality Circles
- Stress management
- Time management
- Larger support systems

While staff development needs in specific instructional/technical fields would vary with restructuring goals, Hansen (1991) suggests that the following areas should also be addressed by professional development programs for restructuring schools and decision-making teams:

Instructional Applications:

- Models of interdisciplinary activities
- Classroom management models
- Collaborative learning
- Minority student education
- Student assessment
- Critical thinking skills

Dynamite Ideas:

STAFF

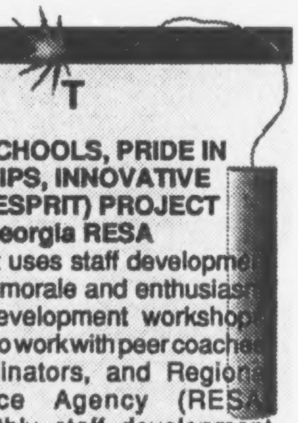
REGIONAL TEACHER EDUCATION CENTERS
North Carolina

The State Board of Education and the Board of Governors of the University of North Carolina are collaborating with local education agencies and institutions of higher education to strengthen teacher education in North Carolina. Through this collaboration, eight education regions have been established to address the training needs of teachers. The regional collaborations have produced an array of innovations, including the following projects:

- videotapes of accomplished teachers using research-endorsed strategies
- demonstration projects in areas such as clinical teaching models, adjunct teaching, and new instructional approaches
- telecommunication networks with schools throughout the U.S. and the world
- programs in teacher-conducted research
- workshops for student teachers, beginning teachers, practicing teachers, and mentors on such topics as reflective teaching, mentor/support training, performance appraisal, and school restructuring
- a minority teacher recruitment program targeting above-average minority high school students

Contact: C. Wayne Dillon or Carl O. Olson, Division of Teacher Education Services, North Carolina Department of Public Instruction, 116 West Edenton Street, Raleigh, NC 27603-1712 (919)733-4736

DEVELOPMENT



GLYNN MODEL FOR EFFECTIVE TEACHING AND SUPERVISION (GMETS)

Glynn County Schools, Georgia

Based on a model developed by Madeline Hunter of UCLA, the Glynn Model for Effective Teaching and Supervision (GMETS) balances the science of teaching with the art of teaching. The program stresses effective and efficient teaching by focusing on the fundamental instructional skills of content mastery, planning, selection and use of materials, human relations, and classroom management while accommodating differences in instructional styles. Leadership training consists of 16 days of instruction, a supervised internship, and follow-up observations by trainers who provide feedback and coaching on instructional supervision. Teacher training is conducted in six sessions followed by classroom observations and conferences. A recipient of the 1991 Exemplary Program Award for staff development programs, the GMETS model has served over 750 teachers and 60 administrators (Glynn County Schools, 1991).

Contact: Gerry Egger, GMETS Instructor, GMETS Office, 2400 Reynolds Street, Brunswick, GA 31520 (912)267-4220

EFFECTIVE SCHOOLS TRAINING PROGRAM

South Carolina Department of Education

The purpose of South Carolina's Effective Schools Training program is to translate research on effective schools into practice. Based on the work of Dr. Ronald Edmonds, the program is predicated on six correlates: instructional leadership by the principal, emphasis on academics, high expectations, frequent monitoring, a positive school climate, and positive home-school relationships. The program also presents seminars with national school-improvement experts for administrators and involves teachers in curriculum development, instructional management, and peer coaching (South Carolina Department of Education, 1991).

Contact: Buddy Jennings, Department of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201 (803)734-8571

EXCELLENT SCHOOLS, PRIDE IN RELATIONSHIPS, INNOVATIVE TEACHINGS (ESPRIT) PROJECT

Middle Georgia RESA

The ESPRIT project uses staff development to enhance teacher morale and enthusiasm. At summer staff development workshops, teachers are trained to work with peer coaches, instructional coordinators, and Regional Education Service Agency (RESA) consultants. Monthly staff development meetings are also conducted throughout the school year to give teachers opportunities to compare notes on accomplishments and to share ideas on other effective teaching strategies (Georgia Department of Education, 1991).

Contact: Program Development Division, Office of Instructional Services, Georgia Department of Education, 1766 Twin Towers East, Atlanta, GA 30334-5040 (404)656-4059

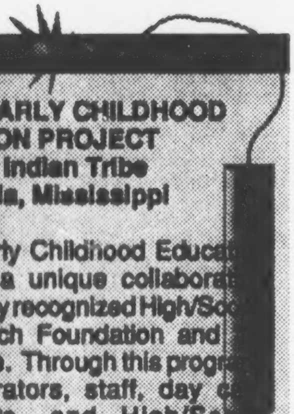
FOUNDATION FOR PROFESSIONAL DEVELOPMENT

Tupelo County, Mississippi

Handcock Fibers has awarded Tupelo County Schools $3.5 million—the largest gift from a private benefactor in the history of public education. The foundation will be used exclusively for teacher development. According to Superintendent Mike Walters, the district will be able to spend $1 million a year on teacher development programs for the 425 teachers in Tupelo County. It will establish a Learning Institute, enhance existing professional development programs, underwrite travel to conferences, and offer sabbaticals. Professional development will include state-of-the-art pedagogy as well as training in leadership, management, and shared decision making to assist teachers in restructuring schools.

Contact: Mike Walters, Superintendent, Tupelo Public Schools, P.O. Box 557, Tupelo, MS 38802 (601)841-8850

Dynamite Ideas



HIGH/SCOPE EARLY CHILDHOOD EDUCATION PROJECT
Choctaw Indian Tribe
Philadelphia, Mississippi

The High/Scope Early Childhood Educa Project represents a unique collabora between the nationally recognized High/Sco Educational Research Foundation and Choctaw Indian Tribe. Through this progr teachers, administrators, staff, day c providers, parents, and High/Scope educational consultants work together to provide a comprehensive educational program serving children from birth to age nine.

Each month three consultants from High/Scope conduct training for teams of school staff consisting of teachers and teaching assistants from infant/toddler, preschool, and early elementary school programs as well as curriculum specialists, ESL specialists, parent educators, and a number of Choctaw Department of Education administrators.

Focusing on curriculum development, practical applications, and family/caregiver education, the training is based on two major principles: (1) children construct their understanding of the world through active involvement with materials and (2) the adult's role is to facilitate children's efforts to understand their world. The consultants also observe classroom implementation of training models and provide teachers with feedback and support.

To supplement the active learning techniques practiced in the classroom, school staff have initiated a variety of family involvement activities to teach parents, day care providers, and other caregivers how to encourage active learning away from school. Parents also participate in the many activities and festivals held to honor the Choctaw culture (Powell, 1991).

Contact: Willa Brantley, Choctaw Department of Education, Mississippi Band of Choctaw Indians, Philadelphia, MS 39350 (601)656-0387 or High/Scope Training Coordinator, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-9975 (313)485-2000 FAX (313)485-0704

Approaches to Providing Training

Rather than being limited to periodic inservice sessions, staff development should be an ongoing process. Accordingly, to provide continuing staff development, increasing numbers of schools are taking advantage of a variety of sources of professional development training. Examples of these resources include facilitator/mentors, exchange programs, technology, school-based training, private consultants, and academies.

Facilitators: Hansen and Liftin (1991) recommend that a restructuring school have a facilitator/mentor to help plan and manage organizational change. In addition to providing the external "perspective of a stranger," mentors with expertise in organizational change can provide advice and training on restructuring processes (p. 140). Typically, college and university professors, consultants from private industry, educators, and representatives of national associations serve as facilitators.

School Visits/Teacher Exchanges: Rather than starting from scratch, many restructuring schools seek assistance from the staffs of "experienced" schools. Through these programs, staff members with restructuring experience serve as a resource to a school beginning restructuring projects, periodically visiting the school to offer advice and staff development training. A related practice that is growing in popularity is the teacher exchange. In Georgia, for example, schools initiating restructuring projects can arrange for a one-month exchange of teachers from schools with restructuring experience to serve as on-site resources (Hansen, 1991).

Audio-Video Training: To give staffs access to a variety of professional development opportunities, many schools are providing training through video cassettes and other audio-video materials. In addition to training specifically designed for school staffs, a number of commercial tapes on leadership skills, communication, group processes, etc., are also available.

Dynamite Ideas:

IMPLEMENTATION SYSTEM FOR EFFECTIVE SCHOOLS (ISES)

Saluda County Schools, South Carolin

The Implementation System for Effecti Schools (ISES) is a video-based st development model providing training in t correlates of effective schools. Presentatio feature ISES learning albums which cont videotapes reviewing research by Ro Edmonds and other leading theorists in th field of effective schools. The training, which is school-based, is a year-long program presented by principals, teachers, and district staff who have completed three-day ISES trainer seminars (Norman, 1988).

Contact: Brenda Mitchell, Director of Instruction, Saluda County Schools, 404 N. Wise Road, Saluda, SC 29138 (803)445-8441

Private-Sector Consultants: As a part of the partnerships they have developed with the private sector, many schools have looked to business and industry for organizational training. Businesses are excellent resources on leadership training, organizational change, and other components of restructuring, and many of them have well-developed training models which, with only minor modifications, are appropriate for school settings.

Staff-Conducted Training: To ensure that staff development is the ongoing process that it should be, particularly for restructuring schools, many schools are beginning to tap the expertise and resources of their own staffs. This type of staff development training can range from teachers providing training in their area of specialization (for example, computer instructors conducting workshops on record-keeping software for other teachers) to teachers participating in training sessions then conducting the training for the staff (for example, a teacher attending a leadership seminar then conducting training for the staff in communication skills).

Dynamite Ideas:

STAFF-CONDUCTED PROFESSIONAL DEVELOPMENT

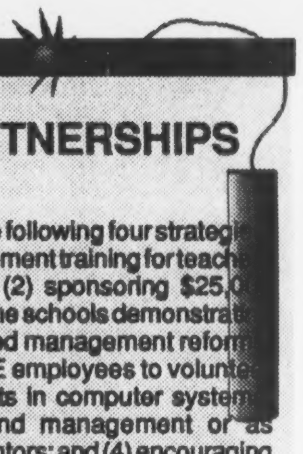
Ideas from Regional Award-Winning Schools

Every fall, each teacher and administrator S. S. Murphy High School in Mobile, Alabam develops a plan for professional developme based on his or her own needs and interes

Benjamin Elijah Mays School in Atlant Georgia, schedules several informal sessions throughout the semester at which teachers share noteworthy professional growth experiences or present reports on workshops and conferences they have attended.

At Charlotte Latin School, Charlotte, North Carolina, English teachers trained in the "writing as a process" approach conduct a ten-session faculty course in writing (Heller, 1989).

Rather than being limited to periodic inservice sessions, staff development should be an ongoing process.



BUSINESS-EDUCATION TRAINING PARTNERSHIPS

BUSINESS AND INDUSTRY LIAISON PROGRAM

South Carolina Department of Education

In an innovative approach to professional development, the South Carolina Business and Industry Liaison Program enables school and district administrators to enhance their leadership and managerial skills by participating in corporate training programs. Initiated by the Administrators' Leadership Academy, this program is a collaborative effort between the South Carolina Department of Education and businesses and industries, such as IBM, the South Carolina Electric and Gas Company, and Carolina Power and Light.

The program offers administrators training in areas such as leadership, public speaking, stress management, interpersonal relations, time management, strategic planning, problem analysis, and decision making.

To supplement the corporate training, several Leadership Academy staff have been certified as trainers in the IBM and Carolina Power and Light training models and provide training in these programs throughout the state (South Carolina Department of Education, 1991).

Contact: Michael S. Cox, Department of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201 (803)734-8555

GTE EDUCATION INITIATIVE

Hillsborough County, Florida

To support Hillsborough County Schools' school-based management initiative, GTE Telephone Operations South has developed a three-year plan to increase local school autonomy and decision making.

The plan includes the following four strateg (1) providing management training for teach and administrators; (2) sponsoring $25,0 incentive awards to the schools demonstra the best school-based management refor (3) encouraging GTE employees to volunte at schools as experts in computer system communications, and management or as aides, tutors, and mentors; and (4) encouraging other Tampa businesses to support school-based management.

In addition to providing approximately $830,000 over the three-year period, GTE is also underwriting the costs of a full-time manager and staff assistant for the project (Florida Chamber of Commerce, 1991).

Contact: Nancy Dinkel, Project Manager, GTE, P.O. Box 110, MC-72, Tampa, FL 33601 (813)224-6226

EXECUTIVE PARTNERSHIP PROGRAM

Manatee County, Florida

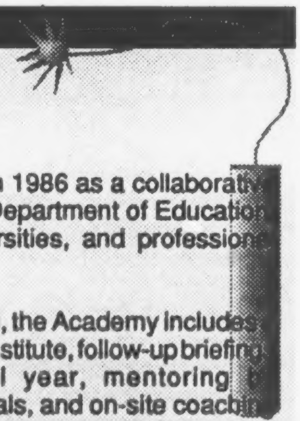
As a part of Manatee County's school-based management program, the Manatee Chamber of Commerce pairs school principals with business managers. For four months, the pairs spend at least four days at each other's work place.

The executives get a first-hand look at a school's managerial strengths and weaknesses, and the principals see how business managers handle customer service, employee relations, and budgetary matters (Florida Chamber of Commerce, 1991).

Contact: Lisa Webb, Manatee Chamber of Commerce, 222 10th Street, N., Bradenton, FL 32405 (813)748-3411

Academies: A number of state and regional training academies have been established to meet the growing need for new models of leadership and educational training. Typically, these academies offer long-term training, beginning with intensive seminars lasting from one to four weeks and include such follow-up services as mentoring and continued training.

Dynamite Ideas:



LEADERSHIP ACADEMIES

SOUTHERN REGIONAL EDUCATIONAL BOARD (SREB) LEADERSHIP ACADEMY
North Carolina National Bank

The North Carolina National Bank (NCNB) Corporation has founded the Southern Regional Educational Board (SREB) Leadership Academy, a practical, real-world model that teaches school leaders to apply the best leadership practices to public education.

A school district participating in the program adopts one to two five-year goals as well as several short-term goals to be reached during the training period. Then the district team, composed of four to five administrators and teachers and the school superintendent, attends a five-year series of intensive seminars taught by nationally recognized business leaders and education researchers.

To assist them in applying their training to the daily challenges of public school management, each team is also assigned an educational mentor and a business advisor from the community, who advise the teams throughout the year on best practices (Florida Chamber of Commerce, 1991).

Contact: Dr. Alton C. Crews, SREB Leadership Academy, 592 10th Street, NW, Atlanta, GA 30318-5790 (404)875-9211

NEW PRINCIPALS' ACADEMY
South Carolina Department of Education

The New Principals' Academy offers training and support to assist newly appointed principals meet the demands of their first year. It was established in 1986 as a collaborative effort between the Department of Education, colleges and universities, and professional associations.

A year-long program, the Academy includes a five-day residential institute, follow-up briefings during the school year, mentoring by experienced principals, and on-site coaching by program staff. Program content focuses on leadership, team building, public relations, and personnel, instructional, and fiscal management (South Carolina Department of Education, 1991).

Contact: Verna Green, Department of Education, Rutledge Building, 1429 Senate Street, Columbia, SC 29201 (803)734-8555

GEORGIA LEADERSHIP ACADEMY
Georgia Department of Education

The Georgia Leadership Academy conducts the Education Leadership Program for existing and emerging education leaders. The year-long program begins and ends with retreats attended by all participants and includes several regional sessions during the year at which participants discuss trends in education.

Program participants, who are selected by the Academy's steering committee, include principals, assistant principals, lead teachers, district administrators, superintendents, school board members, and Department of Education staff (Gilmer, 1990).

Contact: Jim Puckett, Leadership Academy, Department of Education, 1862 Twin Towers East, Atlanta, GA 30334 (404)656-4461

Access to Resources

Access to resources is also essential for successful shared leadership; therefore, a principal should assist his or her staff members in obtaining the information they need to make the best decisions. Information that a principal might share with faculty members includes budget data and district and state policies as well as information about staff expertise and experience that would assist leadership teams select members.

School staffs also require up-to-date information on research and best practices. In addition to providing books, journals, and other print resources, many schools are taking advantage of the technology that is now available to collect and synthesize education information. A variety of computer networks, most of which are available to schools at no or minimal cost, offer access to information on restructuring and other school improvement initiatives, instructional programs, and other education information. Other information technology available to school staffs includes teleconferences, which provide schools with unprecedented access to information and speakers; information services, which provide research on education topics; and toll-free numbers, which provide access to information on education and instructional programs. **(See Resources [p. 74] for a sampling of the services available in the Southeast.)**

Principals should also keep an eye on the business world to stay abreast of technological developments and new techniques in leadership/management, professional development, etc., that are appropriate for schools.

Adequate Time

Providing principals and teachers with the time they need to fulfill their increased responsibilities has been a great challenge of restructuring programs, but one that many schools are meeting through a variety of innovative approaches.

Although planning is a very important function of educational leaders, long-term planning is difficult if not impossible for many principals. Research indicates that a typical principal's day consists of more than 150 separate interactions, most of which involve specific and pressing problems (AASA, 1988). With this level of fragmentation, very little of the day can be devoted to long-range planning. Consequently, a number of schools are providing principals with release time to visit other schools, attend conferences or workshops, collaborate with teachers on shared decision-making projects, and engage in other planning activities.

As discussed in chapter two, teachers should also be allocated release time to assume new responsibilities and to collaborate on decision making. To adequately fulfill their leadership responsibilities and their classroom duties, teachers should also be provided with support staff, such as classroom aides, interns, and student assistants; clerical assistance; and technology, such as computers, for keeping records and preparing class materials more efficiently (Carnegie Task Force on Teaching as a Profession, 1986). "Enabling" principals make these supports a budget priority and advocate for additional funds that will give teachers sufficient time to devote to their instructional and leadership roles.

Providing principals and teachers with the time they need to fulfill their increased responsibilities has been a great challenge of restructuring programs, but one that many schools are meeting through a varieny of innovative approaches.

DISTRIBUTION OF DECISION-MAKING RESPONSIBILITIES

> *School improvement ought to emphasize building from within. Those of us who claim to be wizards ought to make sure that our primary role is to help people see the power that they themselves have to make things better.*
>
> Terrence E. Deal
> "Educational Change: Revival Tent, Tinker Toys, Jungle, or Carnival," *Rethinking School Improvement*, 1986

Stipulating that decision-making tasks and authority will vary among schools and districts, the American Association of School Administrators (1988), Goodlad (1984), and Lewis (1989) suggest the following division of leadership responsibilities:

District Responsibilities

- district-wide priorities
- grade-level educational objectives and curriculum
- capital expenditures
- selection of textbooks
- selection of principals
- screening of applicants

School Responsibilities

- school educational priorities
- development of new programs to meet students' needs
- scheduling
- allocation of resources
- use of space
- professional development programs
- selection of supplemental instructional materials
- selection of staff

Teachers: The National Governor's Association further recommends that teachers be involved in school-wide problem solving and participate in making decisions about the following issues (AASA, 1988):

- discipline
- school goals
- professional development programs
- curriculum

Non-Instructional and Support Staff: School decision-making teams are rarely composed exclusively of administrative and instructional staff. Often they include guidance counselors, occupational specialists, and other non-instructional personnel as well as support staff. As readers of *Up the Down Staircase* will no doubt recall, the school custodian's insights can also be invaluable.

School improvement ought to emphasize building from within.

Student Contributions

Although the ultimate goals of school reforms are improved student outcomes, students are rarely invited to contribute to the decisions that affect them. As a result, students lack both an understanding of changes and the motivation to make the changes (Fullan, 1991).

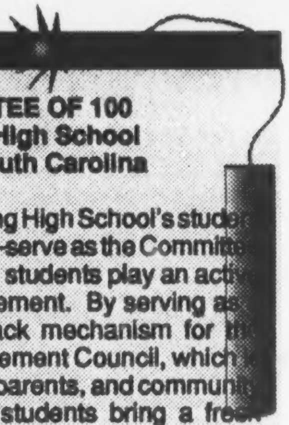
Recognizing the importance of student commitment to the success of school reforms, some schools are beginning to solicit student input during decision making. These efforts range from including student government officers on teacher selection committees to seeking advice from at-risk students on dropout prevention programs. Through students' insights, these schools are able to make better informed decisions about school reforms and garner the student commitment essential to their successful implementation.

Parent and Community Contributions

A number of studies on school improvement (e.g., Mortimer et al., 1988) conclude that parent and community involvement is crucial to the success of school improvement efforts. Research on effective schools (e.g., Wilson & Corcoran, 1980) also identifies parent and community involvement as a characteristic common to the most successful programs. Of parent-community representatives who fulfill advisory roles, the most effective are those who have access to the information they need to make informed decisions, the ability to intervene skillfully (i.e., proactively rather than reactively), and group process skills (Fullan, 1991).

To reap the many benefits of parent and community involvement and to be fully responsive to the needs of parents and the community, many schools include parents and other citizens on leadership teams such as school improvement committees. Not only do parents and other community representatives such as business people, labor representatives, and senior citizens provide the full range of community perspectives, but they also are experts that the school can consult for assistance in a variety of fields (Koerner, 1991; Marburger, 1985).

Dynamite Ideas



COMMITTEE OF 100
Manning High School
Alcolu, South Carolina

Ten percent of Manning High School's stude body—100 students—serve as the Commi of 100, through which students play an act role in school improvement. By serving as resource and feedback mechanism for formal School Improvement Council, which comprised of faculty, parents, and commun representatives, the students bring a fre perspective to school improvement. According to Principal John Bassard, the students provide the council "a broader base of information and ideas that has helped make our school even better" (School Council Assistance Project, 1986, p. 75).

Contact: John Bassard, Principal, Manning High School, Box 188, Alcolu, South Carolina 29001 (803)473-2741

In the most effective restructuring programs, the principal and other school staff also form associations outside the school with service clubs, professional organizations, business leaders, the media, and other influential community groups. Not only do these associations offer a variety of perspectives on the school's role in the community and on trends affecting schools, but they also serve as forums for keeping the community informed about what is happening in the school (Koerner, 1991).

The importance of including parents and other community members on school leadership teams should not be minimized. In addition to providing valuable insights on issues that influence and are influenced by school improvement efforts, citizens who actively participate in school improvement plans support millage, bond, and budget votes and are vocal advocates of school programs (Marburger, 1985).

Dynamite Ideas:

PARENT INVOLVEMENT

SCHOOL IMPROVEMENT COUNCILS
South Carolina

In South Carolina, all schools are required to establish School Improvement Councils to serve as advisory committees to school principals. Comprised of two teachers elected by the faculty, two parents elected by the community, two high school students elected by their peers, and members of the larger community, the councils serve to improve the quality of education at the local level. Throughout the year, council members collaborate with school staff and administrators to assess school needs, develop the school improvement plan, and evaluate success in reaching plan goals and objectives.

Contact: School Council Assistance Project, College of Education, University of South Carolina, Columbia, SC 29208 (803)777-7658 Toll free (800)868-2232 (South Carolina only)

PARENT COUNCIL
Pearl Public School District
Pearl, Mississippi

The Pearl Public School District aggressively seeks parent involvement in education. In addition to an active PTA program, including an unusually successful PTA at the secondary level, the district has formed a Parent Council. To keep parents informed about school activities and education topics, the council distributes the *Parent Newsletter* to all parents in the district. The newsletter contains information on such topics as study skills, school events, and positive parenting. Pearl District parents also actively participate in the Focus Program, which targets at-risk elementary school students. A Family Math Program is also underway.

Contact: Betty Wilson, Communications, Pearl Public School District, P. O. Box 5750, Pearl, Mississippi 39208 (601)932-7991

Dynamite Ideas:

COMMUNITY-BUSINESS-EDUCATION PARTNERSHIPS

To encourage parents' involvement in their children's education, Motorola, Inc. representatives invites school officials and PTA to talk to parents in the work place, gives parents time off from work to attend parent-teacher conferences, and regularly distributes information to employees on improving students' academic performance.

Contact: Tom Land, Motorola, Inc., 1500 NW 22nd Avenue, Pensacola, FL 32504 (407)364-2493

To encourage innovative teaching, Motorola, Pratt & Whitney, Florida Power & Light, and IBM sponsor a four-day institute on creative math and science instruction for middle school teachers conducted by the Center for Advanced Teaching Techniques.

Contact: Tom Land, Motorola, Inc., 1500 NW 22nd Ave., Pensacola, FL 32504 (407)364-2493

To help improve students' basic communication skills, NCNB provides two hours of release time per week for employees who wish to volunteer in schools.

Contact: Alton Crews, SREB, 592 10th Street, NW, Atlanta, GA 30318-5790 (404)875-9211

To enrich course content and enhance classroom instructional methods, the Teacher Quest program places Florida science and mathematics teachers in private and public sector jobs during the summer. Funded by the Challenger Astronauts Memorial Scholarship Trust Fund, the program matches employers dollar-for-dollar for the placements ("Teacher Quest," 1991).

Contact: Pete Kreis, Office of Business Partnerships, Florida Department of Education, 325 W. Gaines Street, Tallahassee, FL 32399 (904)488-8385

GUIDELINES FOR IMPLEMENTING SHARED LEADERSHIP

> *Reform is not an armchair activity; it is not brought to fruition in state capitals by legislators or state boards of education. It requires energy, commitment, and vision on the part of those who work in our schools.*
>
> Bruce L. Wilson & Thomas B. Corcoran
> *Places Where Children Succeed*, 1987

With the group dynamics and situational variables involved, no single plan for implementing participative decision making is appropriate for all schools. Therefore, the following guidelines for involving teachers in school leadership teams, which are adapted from the recommendations of Huddleston, Claspell, and Killion (1991), are presented as phases rather than discrete steps:

Phase One: Readiness

In this initial phase, principals establish a climate conducive to the introduction of shared decision making and determine what decisions will be shared, who will participate in the decision-making process, and what the extent of their involvement will be.

1. Believe in the process of participative decision making.

To promote the success of shared decision making, principals exhibit confidence in the process and results of participative decision making as well as in their staff members' abilities to make good decisions, recognizing that teaching itself requires extraordinary leadership skill. They also balance the risks of initial trial and error against the long-range benefits of shared decision making.

2. Articulate the school's mission and the goals of shared decision making.

To focus decision-making activities and to garner support from teachers, the principal shares his or her vision for the school with the staff and works with them to develop a shared vision and to clarify the teachers' leadership roles in fulfilling it.

3. Assess the staff.

Principals use both formal and informal methods to determine staff members' readiness and willingness to participate in the decision-making process. Initial leadership teams are selected—or elected—from staff who have previous (formal or informal) leadership experience, such as lead teachers; good working relationships with principals, teachers, and support staff; and a genuine stake in the decisions that are being contemplated. The goal of this assessment is to identify staff members who should be involved in the initial stages of participative decision making, the types of decisions they might be comfortable making, and the type of staff development that might be necessary.

4. Convey trust and show support.

Whether it is regarding a teacher's desire to experiment with a new reading program or a custodian's preference for a new floor wax, the principal expresses confidence in staff members' expertise and abilities to make the best decisions. In the event of failures, the principal supports staff members and helps them determine what went wrong and how to correct the problem. The principal also encourages and protects risk taking.

5. Be patient and realistic.

Because of the many variables involved and the significant behavioral changes required of teachers and administrators, principals recognize—and convey to teachers—that implementing participative decision making can be a time-consuming and chaotic process. Charismatic leaders in particular are careful to resist frustrated staff members' efforts to pressure them to resume sole decision-making responsibility as well as their own temptations to take over decisions in the interest of efficiency.

6. Start small.

Instead of attempting to involve the entire school staff in major decisions, principals begin by calling on those teachers who have expressed a willingness to accept decision-making responsibilities. By involving them in smaller decisions such as grade-level curricular modifications, the principal can introduce shared decision making, build credibility for the decision-making process, and develop a support system of staff members who will be able to facilitate the process when major decisions involving the entire faculty are made.

7. Build a knowledge base.

To ensure that they are making informed decisions, schools staff are provided with relevant information, such as research, budget information, and district and state policies. Principals also share knowledge about staff expertise to assist decision-making teams in selecting members as well as information about other local change efforts.

8. Develop the staff's expertise in group process skills.

Given the inherent independence of teaching, few staff members have the group process skills necessary for reaching consensus on group decisions. Principals, therefore, arrange for staff development training in the group process and give teachers opportunities to develop and practice these skills at faculty meetings, inservice sessions, etc.

9. Establish channels of communication.

Since exchanging ideas is crucial to successful shared decision-making, principals ensure that staff members have opportunities to communicate with each other. Because traditional communication channels, such as faculty and department meetings, may be inadequate for shared leadership activities, principals seek other avenues, such as retreats and release time, for fostering communication. To encourage communication between themselves and their staffs, principals are visible and accessible, and they actively solicit teachers' opinions.

Phase Two: Experimentation

During phase two, principals concentrate on helping teachers become more familiar with the shared decision-making process and more comfortable with decision-making responsibilities. To do this, principals stress the experimental nature of the decision-making activities, focusing on the evolving process rather than the decisions themselves, and encourage teachers to take risks. At this stage, the principal continues structuring the decision-making process, leaving participation to the discretion of the teachers.

1. Demonstrate trust.

The principal extends trust to the entire faculty by involving them in decisions that affect them directly, such as decisions about their duty schedules or grade-level budgets.

2. Involve the staff in school-wide decisions.

To introduce the faculty to school-wide leadership, the principal begins by involving teams in non-threatening decisions. He or she avoids high-risk and emotionally-charged issues. The principal selects, instead, decisions with a high probability of being implemented successfully.

3. Keep communication channels open.

The principal provides staff members with frequent opportunities to discuss their ideas, vent their frustrations, and have their questions answered. To ensure open communication, the principal encourages candor and models open communication as well by speaking frankly about his or her own concerns. To provide practice in group decision-making skills, the principal conducts faculty meetings as problem-solving sessions rather than only information-sharing sessions.

PROBLEM-SOLVING TEAMS

CARY WOODS ELEMENTARY SCHOOL
Auburn, Alabama

Teachers have greater opportunities to be involved in solving problems at Cary Woods School thanks to the development of an innovative problem-solving model. Effective in addressing issues ranging from discipline to creative student scheduling, the model involves the entire faculty in selecting solutions to school-wide problems. As problems are identified in the school, they are brought to the attention of the Empowerment Steering Committee (ESC), which assigns the problem to a four-member problem-solving team. After analyzing the problem, the team presents several possible solutions for consideration by the principal, lead teacher, and chronicler, who select two or three solutions. The ESC chairperson then proposes these solutions to the faculty. The problem-solving model is one of many programs that the school has developed during its participation in the Empowerment School District Project sponsored by the Danforth Foundation. Other projects include summer retreats to plan the incorporation of "whole language" instruction into the language arts curriculum, the development of a portfolio system for evaluating student achievement, and a student empowerment program ("Highlights," 1990).

Contact: William M. Melvin, Principal, Cary Woods School, 715 Sanders Street, Auburn, AL 36830 (205)887-2140

O. P. EARLE ELEMENTARY SCHOOL
Landrum, South Carolina

Overwhelmed by the paperwork resulting from a combination of poor attendance and the extensive record keeping required by a new attendance policy, the teachers at O. P. Earle Elementary School formed a problem-solving committee to address both problems. Guided by the principal's "accentuate the positive" philosophy and the School Improvement Council's objective to develop student recognition programs, they developed the Attendance Incentive Program, which recognizes students with perfect attendance each nine-week grading period. As a result of the Attendance Incentive Program, student absences—and the attendant record keeping—dropped 16 percent in the first year of its implementation. Encouraged by the success of this program, the school has applied the same creative problem-solving process to solve other school-wide problems. For example, the "I Can Manage Myself" Club and the Most Improved Student of the Week Program have been established to improve discipline (Norman, 1988).

Contact: Janie Summer, Principal; Phyllis Crain, Teacher; Debbie Whittingham, Teacher; O. P. Earle Elementary School, 100 Redland Road, Landrum, SC 29356 (803)457-3416

10TH STREET ELEMENTARY SCHOOL
Anniston, Alabama

To broaden support for teachers, 10th Street Elementary School has established a Building Base Support Team. One member of the Support Team, which is comprised of three classroom teachers, one special education teacher, one guidance counselor, and one administrator, serves as a "buddy" to three teachers at the school. If a teacher has difficulty solving a problem, he or she can refer it to his or her buddy to present at the Support Team's monthly meeting. After considering the problem, the team recommends appropriate action, which can range from an academic solution, such as additional testing for a student, to non-academic interventions, such as a home visit by a school counselor or assistance from Health and Rehabilitative Services. In its second year of operation, the Building Base Support Team typically acts on six referrals from teachers a month.

Contact: Jan Hurd, Principal, 10th Street Elementary School, 1525 East 10th Avenue, Anniston, AL 36201 (205)237-1100 or Ed Kimbrough, Anniston City Schools, P. O. Box 1500, Anniston, AL 36201 (205)236-1561

Phase Three: Refinement

In the third phase, teachers begin participating in the leadership process: determining what decisions will be shared, who will participate on decision-making teams, and how the decision-making process should be refined.

1. Expand decision-making opportunities.

To fully develop a community of leaders within the school, the principal encourages teacher involvement in all aspects of school operation (for example, peer coaching, staff selection, and budget allocations). Teachers are also encouraged to participate in outside projects, such as seeking funding through grants and foundations.

To further encourage participation, principals seek out staff members who have not volunteered for leadership opportunities. To appeal to these reluctant staff members, a principal solicits their advice on issues about which the staff members are especially knowledgeable, asks for their help on a project requiring their expertise or skills, invites them to participate in decisions of particular interest to them, and/or urges their involvement in leadership projects that are likely to succeed. Special care is also taken not to exclude staff members by scheduling team meetings at inconvenient times.

2. Be prepared for failure.

As the number and scope of shared decisions increase, so does the margin for error. When failures occur—and they do—effective principals do not blame their staffs or abandon the shared leadership process by rescuing them from their failures (i.e., taking over the decision-making process).

Nor should principals shoulder the blame for failures themselves. Some principals resist the notion of shared leadership because, as principals, they are ultimately held accountable for mistakes or unpopular decisions. With genuine shared leadership, however, it is not necessary for a principal to "go down with the ship" and assume sole responsibility when failures occur. Just as a principal shares decision making and credit for success, he or she should share the responsibility for failure. But this responsibility should not be in the form of blame—it should be responsibility for determining what went wrong and how to solve the problem. Thus, failures can be viewed as opportunities for refining the process.

3. Network with other principals.

Because participative decision making is frequently frustrating and stressful, many principals establish a support system with other administrators who are using the process. In addition to providing emotional support, these networks serve as a forum for analyzing failures, developing alternative strategies, and sharing successes.

With genuine shared leadership... It is not necessary for a principal to "go down with the ship" and assume sole responsibility when failures occur.

Phase Four: Institutionalization

Once participative decision making has been established, the administration and staff determine jointly which decisions should be shared and what process will be used to make decisions.

1. Clarify the parameters.

When staff involvement in decision making becomes the accepted practice, decision-making guidelines are established. They can evolve from previous successes and failures and can be either formal or informal, depending upon the relationship between the principal and the staff. These guidelines should address the following decision-making issues:

- What decisions will be shared?
- What teams will be involved?
- At what stages will team members participate?
- What will the time limits be for reaching decisions?
- How will decisions be reached (e.g., consensus, vote, etc.)?
- Who will be responsible for carrying out decisions?

2. Revise the process when necessary.

The principal regards the clarification of parameters as an ongoing and dynamic process. In addition to conducting periodic reviews of the decision-making process with staff, he or she is alert to staff needs and frustrations and prepared to redefine parameters as necessary to address new situations.

3. Acknowledge broken agreements.

Both the principal and the staff share responsibility for acknowledging broken agreements and for "keeping each other honest." The principal accepts criticism for violating an agreement by, for example, acting unilaterally in making a major equipment purchase. By the same token, a staff member who fails to carry out a decision also accepts responsibility. When agreements are broken, the behaviors contributing to the violation are assessed, and the conflict causing the violation is resolved if possible.

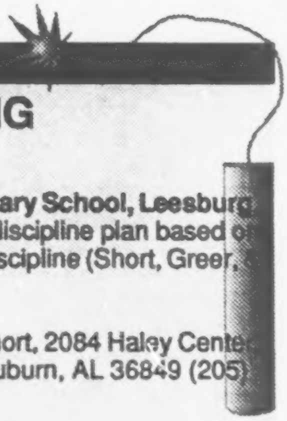
4. Share credit for success.

Since they are far more visible to the student body, parents, the press, etc., than individual teachers are, principals are careful to share the limelight to ensure that teachers get the recognition they deserve from the school community. Not only is recognition reinforcing for teachers, but teacher success ultimately reflects back on the school and the principal.

5. Celebrate your accomplishments.

In addition to acknowledging individual contributions, effective principals celebrate team accomplishments and processes with public recognition and ceremonies.

> ***Not only is recognition reinforcing for teachers, but teacher success ultimately reflects back on the school and the principal.***



SITE-BASED DECISION MAKING

EMPOWERMENT SCHOOL DISTRICT PROJECT
Alabama

The Empowerment School District Project is a three-year project to facilitate the creation of empowered schools in nine school districts across the country, including schools in Alabama and Georgia. It is sponsored by the Danforth Foundation in cooperation with Auburn University and Georgia State University.

Among the projects' objectives are to (1) aid teachers in assuming decision-making responsibilities and reconceptionalizing their roles from directors of classrooms to developers of student potential, (2) help principals reconceptionalize their roles from directors of schools to developers of human potential, and (3) encourage district administrators and board of education members to establish autonomous, productive schools.

Each Empowerment Project school is represented by a team comprised of the district superintendent, the principal, and a teacher. Their planning activities are assisted by a university facilitator, who provides consultation, training, and other support services. The following programs are a sampling of the innovations implemented by schools participating in the Empowerment Project:

Cary Woods Elementary School, Auburn, Alabama: team teaching and multi-age groupings across grade levels, a school-based staff support team designed to increase teacher participation in decisions about key issues, and a task force to identify strategies for creating more time for teachers

Cedar Shoals High School, Athens, Ga.: an empowerment program for parents of at-risk students

Enota Elementary School, Gainesville, Ga.: parent mentor plan and public relations committee

Lee County Elementary School, Leesburg, Georgia: a student discipline plan based o the teaching of self-discipline (Short, Greer, Robert, 1991).

Contact: Paula M. Short, 2084 Haley Cente Auburn University, Auburn, AL 36849 (205) 844-4460

LEAGUE OF PROFESSIONAL SCHOOLS
Georgia

The League of Professional Schools is a consortium of Georgia schools which support shared decision making at the local school level. Sponsored by the University of Georgia, BellSouth Foundation, and the Georgia Leadership Academy, the League capitalizes on practitioners' wisdom in educating Georgia students.

League schools are represented by teams comprised of a minimum of four persons, including a central office staff member, the principal, and two teachers. In addition to a two-day orientation, the teams attend school improvement planning meetings and an annual conference featuring presentations on state-of-the-art educational innovations. Participating schools are also provided with consultation services, on-site assessments of school improvement efforts, access to information retrieval services, and a subscription to *In-Sites*, a newsletter chronicling the progress of League schools.

As a result of their membership in the League of Professional Schools, the schools have initiated a variety of school improvement efforts ranging from the establishment of school leadership teams to the development of alternative programs for at-risk youth ("PSI League," 1991).

Contact: Barbara Lunsford, Director, or Carl Glickman, Executive Director, League of Professional Schools, Aderhold Hall, Athens, Georgia 30602 (404)542-2516 FAX (404)542-2321

Association for Supervision and Curriculum

In addition to publishing *Educational Leadership*, the Association offers a variety of products and services to administrators, including an excellent selection of audio-video training materials. Contact: Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1403

Comprehensive School Improvement, SouthEastern Regional Vision for Education, 1992

This *Hot Topics* publication combines information about restructuring initiatives with effective schools research to provide practical advice on planning and implementing school-wide improvement. One section examines school improvement initiatives in each of the states of the SERVE region. A list of resources and contacts is also provided. Contact: SERVE, 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950, Toll free (800)352-6001, FAX (904)922-2286

"Creating a Culture for Change," May 1990, *Educational Leadership*, Vol. 47

This issue of *Educational Leadership* is dedicated to school reform. Among the topics addressed are teacher empowerment, student achievement, staff development, and leadership.

Decentralization and Accountability in Public Education, Rand Corporation, *1991*

Based on a study of five school systems (including Dade County, Florida) that have introduced site-based decision making, this report concludes that site-based management works only when the entire school system—including school boards, superintendents, principals, and teachers—is committed to it. This report is available for $7.50 (cite order no. R-4066 MFC, 93 pages). Contact: The Rand Corporation, Library and Services Distribution Department, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138

Developing Leaders for Restructuring Schools: New Habits of Mind and Heart, Charles Mojkowski, 1991

This report by the National LEADership Network Study Group on Restructuring Schools addresses the education and training required for principals of restructuring schools. Based on the experience and reflections of principals involved in restructuring efforts and LEAD Center Directors who are providing professional development services to principals, it offers an insider's view of restructuring. Contact: Elizabeth Hale, Co-Director, National LEADership Network, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036 (202)822-8714

Database Information Services Clearinghouse (DISC), SouthEastern Regional Vision for Education

DISC provides educators with computerized literature searches of ERIC as well as 300 other on-line computer databases. Individuals requesting searchers are provided with a printout of an annotated bibliography, a copy of a journal article, and the full text in either hard copy or microfiche of an ERIC document. This service is available free of charge to teachers, media specialists, principals, policymakers, and other practicing professionals in the Southeast. Contact: SERVE, 345 S. Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950, Toll Free (800)352-3747, Voice Mail (904)487-6245, FAX (904)488-6319

Focus on School Improvement: School Improvement Councils Working for Effective Schools, 1988

Compiled from contributions from parents, teachers, principals, state department professionals, and others, *Focus on School Improvement* is a collection of school improvement council success stories. Representing the full scope of school improvement efforts, the programs and activities described range from instructional programs to staff development to community projects. Each program/activity is summarized in a one- to three-page description of its objectives, strategies, training requirements, and effectiveness. The name, address, and telephone number of a contact who can provide additional information are also furnished. Contact: School Council Assistance Project, College of Education, University of South Carolina, Columbia, SC 29208 (803)777-7658, Toll free (800)868-2232 (South Carolina only)

Guidelines for Selecting Staff Development Providers: A Resource Book for Rural Educators, Southwest Educational Development Laboratory, 1990

Designed especially for principals of small, rural school districts, this resource guide covers a variety of topics related to staff development, including needs assessment, selection of qualified consultants, and common staff development pitfalls. The guide also describes more than 100 organizations that provide consulting and training services, publications specializing in staff development, and exemplary staff development programs in rural schools. (Order no. SD-191-SE, 118 pages, $44.00.) Contact: Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701

Improving Schools from Within, Roland S. Barth, 1990.

A useful resource for restructuring schools, *Improving Schools from Within* focuses on the school staff. Chapter 2, examines the relationship between teachers and administrators; Chapter 3, considers the importance of collegiality in promoting learning and improving schools; Chapters 5 and 6, discuss teachers and principals as adult learners; Chapter 10, focuses on shared school leadership, and Chapters 11 and 12, discuss the importance of vision in improving schools. Contact: Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104

Innovations, South Carolina Center for the Advancement of Teaching and School Leadership

Published especially for restructuring schools, *Innovations* is a quarterly newsletter featuring information on the Center for the Advancement of Teaching and School Leadership's activities, upcoming conferences and workshops, recommended resources for restructuring schools, and restructuring projects undertaken by individual schools. Contact: Dr. Barbara L. Gottesman, Director, Center for the Advancement of Teaching and School Leadership, 311 Breazeale, Winthrop College, Rock Hill, SC 29733 (803)323-4772, Toll Free (800)768-2875 (South Carolina only), FAX (803)323-2494

Journal of Staff Development, Spring 1991, Vol. 12

Devoted entirely to collaborative learning, this issue contains articles on peer-assisted school leadership development, peer coaching, and other school partnerships.

The Lessons of Experience: How Successful Executives Develop on the Job, M. McCall, M. Lombardo, M. A. Morrison, 1988.

The Lessons of Experience presents practical, insightful techniques for creating, implementing, and improving an executive development program. Of special interest to shared leadership teams are strategies for creating a talent pool and cultivating people's talents by seeing that they gain the skills and experience they need to successfully execute their responsibilities. The book also offers advice to individuals on how to develop their own skills and use the assignments available to them to the fullest advantage. Checklists, tables, and summaries are also included. Contact: Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, MA 02173

National Center for Educational Leadership

The Center conducts research on what constitutes good leadership, how good school leadership develops, and what good leadership will mean in the future. Research projects are a collaborative effort among Harvard University, Vanderbuilt University, and the University of Chicago. Contact: Lee G. Bolman, Director, National Center for Educational Leadership, Graduate School of Education, Harvard University, Cambridge, MA 02138-3704 (617)495-3575

National Center for School Leadership

The National Center for School Leadership studies the relation between leadership and school culture, teaching, learning, and student achievement. Qualitative and quantitative research are used to address both the theory and practice of leadership. Contact: Paul Thurston, Director, National Center for School Leadership, College of Education, University of Illinois at Urbana-Champaign, Urbana, IL 61801 (217)333-2870

National Committee for Citizens in Education (NCCE)

NCCE provides information, resources, and technical assistance to parents, educators, and other citizens who are interested in educational issues. Its extensive database includes information on topics such as school-based management, school improvement, and research and policy.

NCCE also offers a catalog of its numerous publications and a newsletter, ***Network for Public Schools***, which highlights important issues in education. Contact: National Committee for Citizens in Education, 900 2nd Street, N.E., Suite 8, Washington, D.C. 20002, Toll free (800)638-9675, FAX (202)544-9473

The New Meaning of Educational Change, Michael Fullan, 1991

Fullan's book is an essential resource for all educators. Part I focuses on the process of educational change with an analysis of innovation, implementation, and factors affecting the success of reform. Part II contains chapters on the major players in educational change, including teachers, principals, parents, and students as well as district administrators and others. Chapter 7, "The Teacher," discusses the crucial role of teachers in implementing educational change, provides guidelines for teacher leaders, and examines emerging concepts of teacher professionalism. Chapter 8, "The Principal," examines ways in which principals initiate and respond to change, many of the dilemmas that principals encounter on both the elementary and secondary levels, and strategies for managing change. Contact: Teachers' College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027

Program Summary Directory, South Carolina Department of Education, 1991

The *Program Summary Directory* is a comprehensive listing of South Carolina's state-funded education programs in the areas of development, policy, curriculum and instruction, business, legal services, communications, human resource development, and collaboration. Each program is described in a one-page summary of its background, implementation status, and modifications. Contact: Mrs. Carmen Garrett, Project Administrator, Programs, Planning, and Finance, South Carolina Department of Education, 1005 Rutledge Building, 1429 Senate Street. Columbia, SC 29201

Restructuring Florida's Schools: Strategies for Business Involvement, Florida Chamber of Commerce, 1991

This publication showcases a variety of business-education partnerships established in Florida. In addition to program descriptions and contacts for further information, *Restructuring Florida's Schools* contains an "audience-friendly" overview on restructuring. It is available for $10.00. Contact: Florida Chamber of Commerce, P.O. Box 11309, Tallahassee, FL 32302-3309 (904)222-2831

Restructuring Schools: The Next Generation of Educational Reform, Robert F. Elmore and Associates, 1991

This book presents an excellent overview on school restructuring. Written for policymakers, practitioners, and researchers, it offers a conceptual framework for designing, implementing, and evaluating restructuring. Part One, "Approaches to Restructuring Schools," focuses on issues affecting teachers and administrators. Contact: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104

"The Role of Staff Development in Restructuring Schools" issue, *Journal of Staff Development*, Summer 1991, Vol. 12

Devoted entirely to staff development for restructuring schools,this issue addresses such topics as applying business management theories to restructuring programs and recognizing the essential role of staff development for schools implementing site-based management and shared decision making. One article, "The Three Roles of Staff Development in Restructuring Schools," proposes staff development as a tool for developing new knowledge, skills, and attitudes; for introducing small-scale restructuring initiatives (as a way to build support for large-scale restructuring programs); and for establishing teams within a school.

School-Based Management: A Strategy for Better Learning, American Association of School Administrators, National Association of Elementary School Principals, and National Association of Secondary School Principals, 1988

Developed through a collaboration between the three leading associations of school administrators, this booklet presents a concise overview of school-based management, including descriptions of the roles of those involved in school-based decision making and strategies for implementing school-based management. Contact: AASA Publications, Dept. 605, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (703)528-0700

"School-Based Management Councils," *One School at a Time: School-based Management, a Process for Change*, Carl L. Marburger, 1985

This chapter provides specific recommendations on forming school-based management councils, including guidelines on size, composition, selection of members, and training. It also includes advice on conducting meetings and working cooperatively with the school board and superintendent. Contact: National Committee for Citizens in Education, 900 2nd Street, N.E., Suite 8, Washington, D.C. 20002, Toll free (800)638-9675, FAX (202)544-9473

School Council Assistance Project, University of South Carolina

Established in 1978 to support school improvement councils' efforts to improve public education, the School Council Assistance Project offers resources and assistance in the following areas: (1) training programs, including workshops and videotapes on topics such as writing measurable objectives, conducting surveys, and publicizing school improvement efforts; (2) publications, including the *School Improvement Council NEWS*, which updates council members and other interested citizens on subjects such as effective schools research; (3) technical assistance, such as computer analyses of student achievement data; (4) research on school improvement; and (5) promotional activities to increase public awareness of South Carolina's councils. Contact: School Council Assistance Project, College of Education, University of South Carolina, Columbia, SC 29208 (803)777-7658, Toll free (800)868-2232 (South Carolina only)

School Improvement Councils: A Guide to Effectiveness, Barbara J. Hansen, 1989

Developed by the South Carolina School Council Assistance Project, this handbook is designed to enhance the effectiveness of local school councils. A comprehensive guide to the school council's role in school improvement, it addresses topics such as teamwork, communication with the school community, and assessment of school effectiveness. Contact: see address above.

School Improvement Council NEWS, South Carolina School Council Assistance Project, University of South Carolina

Offered by the South Carolina School Council Assistance Project, this publication keeps school council members and other interested citizens abreast of subjects related to school improvement. Articles feature such information as effective schools research, council training tips, and council activities. Contact: see address above.

School Restructuring: A Practitioner's Guide, John H. Hansen & Elaine Liftin, 1991

This handbook helps puts restructuring theory into practice. Part I examines restructuring from the perspectives of educators who have participated in successful restructuring projects. Part II is a step-by-step guide to the restructuring process, including planning, communication strategies, and technical assistance. Also included is an extensive appendix of worksheets, models, and other practical forms and information. Contact: Watersun Publishing Company, Inc., P.O. Box 167, Swampscott, MA 01907

Schools for the 21st Century: Leadership Imperatives for Educational Reform, Phillip C. Schlechty, 1990

As president of the Center for Leadership in School Reform, Schlechty presents an innovative, adaptable framework for helping educational leaders make the changes necessary to restructure public schools. Part one presents an historic overview of public education, part two examines the process and components of change, and part three focuses on leadership. This book is an essential resource for restructuring schools. Contact: Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104

"Seductive Images and Organizational Realities in Professional Development," J. Little in *Rethinking School Improvement*, edited by Ann Lieberman, 1986.

According to Little, successful staff development programs (1) ensure adequate collegial working conditions to guarantee shared understanding and commitment; (2) require staff participation in both training and implementation; (3) focus on critical problems of curriculum and instruction; (4) guarantee long-term commitment and continuous involvement to ensure progressive gains in knowledge; and (5) foster collegiality and experimentation. Contact: Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027

SERVE-Line, Southeastern Regional Vision for Education

SERVE-Line is a computer network that provides educators with current information on education as well as access to other educators in the region via an electronic message system. Information available on SERVE-Line includes a calendar of conferences, meetings, and other educational events; a list of SERVE products, publications, and services; the names of SERVE field representatives listed by state and county; an information exchange; descriptions of successful educational programs, and an electronic mailbox. Users can also use SERVE-Line to request on-line computer literature searches. Contact: SERVE, 41 Marietta Street, N.W., Suite 1000, Atlanta, GA 30303, Toll Free (800)659-3204, Computer (800)487-7605, FAX (404)577-7812

South Carolina Center for the Advancement of Teaching and School Leadership, Winthrop College

Established in 1990, the Center for School Leadership supports public school change and innovation. A collaborative effort among higher education, public schools, and businesses, the Center also works very closely with national organizations, such as the National Governor's Association, involved in school change. The Center also arranges for nationally recognized scholars and practitioners to provide "cutting-edge" training to public school teams and college faculty who can, in turn, serve as advisors, facilitators, and resource brokers for other schools. Contact: Dr. Barbara L. Gottesman, Director, Center for the Advancement of Teaching and School Leadership, 311 Breazeale, Winthrop College, Rock Hill, SC 29733 (803)323-4772, Toll Free (800)768-2875 (South Carolina only), FAX (803)323-2494

South Carolina Network for Educational Telecomputing (SCNET)

Sponsored by Project REACH, the purpose of the computer network SCNET is to provide interactive communication among educators and educational organizations in the state of South Carolina. Through SCNET, members can participate in discussions of educational issues, read and contribute to electronic newsletters and bulletin boards, and access libraries of information with video text. Contact: Project REACH, Office of Telecommunications and Instructional Technology, Department of English, University of South Carolina, Columbia, SC 29208 (803)777-5992

TEA-AEL Site-Based Decision-Making Resource Packets, Tennessee Education Association and Appalachia Educational Laboratory, 1990

Designed to assist faculties, advisory councils, and districts initiate site-based decision making, the resource packets include (1) *What Is Site-Based Decision Making?*, an overview of site-based decision making to help schools assess their readiness for implementation (170 pages, $18.00); (2) *Visioning and Mission Setting*, a framework for developing a vision of the ideal school, establishing a mission, and setting goals for school improvement (166 pages, $18.00); (3) *Communication*, with techniques for problem solving, conflict resolution, and other communication skills necessary for effective decision making (120 pages, $15.00); (4) *Decision Making, Consensus Building, and Managing Change*, addressing decision-making skills, shared leadership, and change (146 pages, $16.00); and (5) *Gaining Support for Site-Based Decision Making*, which suggests ways to gain the support and involvement of teachers, administrators, parents, community members, and others affected by educational change (126 pages, $15.00). Each packet contains readings, skill development activities, and trainer tips for success. The complete series, is available for $72.00. Contact: Appalachia Educational Laboratory, Resource Center, P. O. Box 1348, Charleston, WV 25325, Toll free (800)624-9120, Toll free (800)344-6646 (West Virginia only), FAX (304)347-0487

WVEA-AEL Site-Based Decision Making Casebook, West Virginia Education Association-Appalachia Educational Laboratory, 1991

This study profiles decision-making councils in eight West Virginia schools, including program development and goals, council organization, staff development and resources, example decisions, and accomplishments. It includes advice from each school's principal as well as general recommendations for decision-making teams based on the councils' experiences. (This 37-page document is available for $5.50.) Contact: Appalachia Educational Laboratory, Resource Center, P. O. Box 1348, Charleston, WV 25325, Toll free (800)624-9120, Toll free (800)344-6646 (West Virginia only), FAX (304)347-0487

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